DOCUMENT RESUME

ED 315 786 CS 212 231

TITLE	Middle School English Language Arts: English Language Arts 6, Honors English Language Arts 6, Honors English Language Arts/Reading 6.
INSTITUTION	Fort Worth Independent School District, Tex.
PUB DATE	89
NOTE	81p.; For other curriculum guides in this series, see CS 212 232-233. Occasional small print.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Curriculum Guides; *English Instruction; Grade 6; *Honors Curriculum; Instructional Development; Intermediate Grades; *Language Arts; Middle Schools; Public Schools; *Reading Instruction
IDENTIFIERS	Fort Worth Independent School District TX

ABSTRACT

Intended as a resource for instructional planning, this grade 6 language arts curriculum guide purposes to promote greater student achievement through alignment of the written, the taught, and the tested curriculum, and to promote broader and higher levels of thinking through objectives, activities, and strategies which integrate content and cognition. The guide has four major sections. The first section, Middle School English Language Arts, presents acknowledgements, rationale and purpose, philosophy, goals and objectives, basic assumptions, points to consider, and prerequisites/entry criteria for honors courses. The guide's second section, English Language Arts 6, includes objectives, recommended course sequence, scope and sequence, and activities. The guide's third and fourth sections, Honors English Language Arts 6 and Honors English Language Arts/Reading 6, list objectives for these areas. An addendum contains a 25-item bibliography; an outline of essential elements in English language arts; a 48-page section on resources, strategies, and planning; and a teacher response form. (SR)

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MIDDLE SCHOOL ENGLISH LANGUAGE ARTS

English Language Arts 6
Honors English Language Arts 6
Honors English Language Arts/Reading 6

FORT WORTH

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FORT WORTH, TEXAS
1989

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TABLE OF CONTENTS

Board of Education.....iii

From the Desk of the Superintendent.....v

To the Teacher.....vii

FWISD Mission Statement; Goals.....ix

Middle School English Language Arts

Acknowledgments.....E-i

Rationale and Purpose, Philosophy.....E-ii

Goals and Objectives.....E-iii

Basic Assumptions.....E-iv

Points to Consider.....E-v

Prerequisites/Entry Criteria for Honors Courses.....E-vii

English Language Arts 6

Objectives.....E-1

Recommended Course Sequence.....E-2

Scope and Sequence.....E-4

Activities.....E-7

Honors English Language Arts 6

Objectives.....HE-1

Honors English Language Arts/Reading 6

Objectives.....HE/R-1

Bibliography.....EB-1

Essential Elements.....EE-1

Resources, Strategies, and Planning.....1

Teacher Response Form

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from the desk of the

Superintendent

"Today's schools shape tomorrow's society."

"The challenge ... is to prepare all students to participate in further education and to become productive employees..."

"The curriculum is the tool through which we must equip students for success in a complex and changing world."

Today's schools shape tomorrow's society. In two short decades, our secondary and elementary students will be the citizens, scholars, scientists, and leaders determining the destiny of our country and our world.

The challenge facing educators, then, is to prepare **all** students to participate in further education and to become productive employees in the workplace. This challenge includes planning and delivering instruction which results in broad and widespread achievement of the core curriculum by all students.

The curriculum is the tool through which we must equip students for success in a complex and changing world. Graduates of our schools must be able to use the intellectual tools they have acquired in school in order to participate intelligently in our democracy, enjoy lifelong learning, and make a living in a competitive world where the most sought after talents are learning, thinking, and self-discipline.

In addition to the delivery of a strong curriculum, the challenge can be met through improved access to educational opportunities, higher expectations for students, and expanded school-community-parent partnerships.

Don R. Roberts
Superintendent of Schools
August, 1989

To The Teacher:

"This curriculum guide represents a reconciliation of curriculum and the limits of time."

This curriculum guide represents a reconciliation of curriculum content and the limits of time. Its purposes are to promote greater student achievement through alignment of the written, the taught, and the tested curriculum; and to promote broader and higher levels of thinking through objectives, activities, and strategies which integrate content and cognition.

Over the past two years, the curriculum staff and teachers have worked to define the curriculum for the Fort Worth Independent School District. Their efforts have resulted in the production of this document which includes

". . . this document includes a statement of philosophy and broad goals. . . objectives . . . scope and sequence . . . instructional planning guides which include teaching activities [and] sample units . . ."

- a statement of **philosophy** and broad **goals** for each content area. These should help guide curricular decisions and articulate the district's aspirations for students as a result of their participating in a program or programs.
- **objectives** organized around broad content goals or strands. These define more specific expectations for students in each subject or courses, Prekindergarten through Grade 12.
- **scope and sequence** charts which display the core content of a subject or course and how this content builds or develops over the span of various instructional levels.
- **instructional planning guides** which include suggested **teaching activities, assessment types**, and **reteaching** and **enrichment** ideas.
- sample **units** which show the instructional planning process, or the kind of thinking that teachers engage in as they plan instruction.
- **bibliographies**, annotated lists of school and community **resources, reading lists**, and other instructional resources.

"Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books."

Your role in the successful use of this guide is crucial. Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books. We hope you will join the collaboration by contributing ideas for activities, assessments, and units as well as by responding to the appropriateness and utility of this document. Response forms are included to facilitate this process.

We acknowledge the contributions of curriculum writing teams and the leadership of program staff without whom this guide would not have been possible. We appreciate, also, the desktop publishing skills and expertise of the Office of Curriculum Production and Distribution in formatting and printing this publication.

Midge Rach, Assistant Superintendent
Instructional Planning and Development

Nancy Timmons, Director
Curriculum

August, 1989

FORT WORTH INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Fort Worth Independent School District is to prepare students to assume economic, social, civic, and cultural responsibilities in a complex and changing society. This requires the provision of a well-balanced curriculum for all students that assures mastery of the basic skills of literacy, mathematics, and critical thinking. In addition to establishing this broad intellectual base, the district must provide opportunities for all students to develop attitudes and skills that promote mental, physical, and emotional fitness; economic and occupational proficiency; an appreciation for the aesthetic; and lifelong learning.

GOALS

Goal 1 **STUDENT PERFORMANCE**--All students will be expected to meet or exceed stated educational performance standards of high achievement, master the essential elements, and participate in appropriate school programs.

Goal 2 **CURRICULUM**--Offer a well-balanced curriculum in order that students may realize their learning potential and prepare for productive lives.

Goal 3 **QUALITY TEACHING AND SUPERVISION**--Ensure effective delivery of instruction.

Goal 4 **ORGANIZATION AND MANAGEMENT**--Provide organization and management which will be productive, efficient, and accountable at all levels of the educational system.

Goal 5 **FINANCE**--Provide adequate and equitable funding to support quality instructional programs and quality schools.

Goal 6 **PARENT AND COMMUNITY INVOLVEMENT**--Improve schools by involving parents and other members of the community as partners.

Goal 7 **INNOVATION**--Improve the instructional program through the development and use of alternative delivery methods.

Goal 8 **COMMUNICATIONS**--Provide consistent, timely, and effective communication among all public education entities and personnel.

ACKNOWLEDGMENTS

This curriculum document was prepared with the help of a distinguished team of local educators. Fourteen of the fifty-six team members composed the philosophy and goals subcommittee which met a number of times to deliberate issues and to consider teachers' feedback from department heads, instructional specialists, and principals. In addition, all grade-level team members had opportunities to develop and react to drafts of the documents as each was produced.

The English language arts department would like to acknowledge the efforts and contributions of all team members and other educators who served as both writers and reactors to early drafts of this document. Members of the curriculum development team and other contributors are listed below:

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ENGLISH LANGUAGE ARTS
GRADES PK-12

RATIONALE AND PURPOSE

This document is intended to help teachers design and deliver instruction in English language arts. It provides information teachers need to plan lessons: local goals and objectives, sample lesson units, assessment activities, and available resources.

Since a student's lack of knowledge must NEVER be a cause for embarrassment, an English language arts classroom by its very nature must place emphasis on learning. English language arts teachers also must concentrate more on what students are learning than on the amount of material covered. This document, therefore, is meant to be descriptive rather than prescriptive. In addition, the document contains the following:

- assumptions regarding an effective English language arts program;
- ways to address the needs of special populations;
- methods to provide for different learning styles;
- provisions for flexibility in delivering instructions; and
- an outline of core curriculum and suggested extensions.

Finally, this document serves as a resource for administrative staffs as they counsel students and assist teachers in implementing the English language arts curriculum.

PHILOSOPHY

The study of English language arts involves the acquisition of writing, reading, listening, and speaking skills appropriate at every level of development. Language literacy must be acquired through extensive experiences with writing and reading processes and focused to meet the instructional goals as set forth by the Fort Worth Independent School District. These processes should enable all students to communicate effectively both orally and in writing, as well as to interpret appropriately the written word, so that all have opportunities to achieve both competency and confidence in the use of the English language.

Students are empowered by having facility with the language, as well as knowledge of the common literary heritage. While teachers must accept and understand students at their developmental level of language facility, the goal of the English language arts program should be the acquisition of standard literate language and standard literate culture.

ENGLISH LANGUAGE ARTS
GRADES PK-12

GOALS AND OBJECTIVES

The goals and objectives are essentially the same throughout the curriculum. They vary only in that they must be addressed appropriately for each student's level of development. Goals are printed in bold type; general objectives reinforcing each goal follow.

1. **Use the composing process to write for a variety of purposes, in a variety of modes, and for a variety of audiences using appropriate language conventions**

   a. Demonstrate proficiency in using writing process
   b. Use writing as a mode of learning and thinking
   c. Use a variety of sources including personal experience to generate topics for writing
   d. Develop language conventions necessary to proofread writing for standard edited English
   e. Demonstrate the ability to select an appropriate mode to address the purpose and the audience for writing situations

2. **Use appropriate strategies to make meaning of oral and written texts**

   a. Demonstrate skill in attending to, responding to, and analyzing oral communication
   b. Demonstrate a variety of comprehension skills to derive meaning from different types of written texts
   c. Demonstrate vocabulary adequate to facilitate understanding of oral and written text
   d. Use a variety of strategies in applying reading skills to a range of practical and literary situations

3. **Develop fluency in using oral language to communicate effectively**

   a. Apply the conventions of standard edited English to produce effective communication
   b. Speak to accomplish a variety of purposes
   c. Participate in small and large group discussions and collaborative learning activities
   d. Present information in a variety of oral situations

4. **Respond to various genres and themes of our diverse literary heritage**

   a. Read and respond to a variety of texts, both non-fiction and fiction, including stories, poems, plays, books, and essays
   b. Give both written and oral responses to a variety of themes in literature
   c. Apply themes from literature to real-life situations
   d. Give both written and oral responses to the elements and techniques employed by a variety of authors

BASIC ASSUMPTIONS FOR AN EFFECTIVE

ENGLISH

LANGUAGE

ARTS

CURRICULUM

English language arts teachers must

- teach writing and reading as an integrated, unified process;
- provide students with many opportunities for effective oral communication and cooperative learning;
- provide a rich variety of literature for students to experience;
- provide frequent opportunities for students to generate, respond to, rewrite, and publish meaningful texts;
- address the essential elements under the umbrella of writing, reading, speaking, and listening;
- recognize the need for ongoing evaluation of students' progress in writing and reading by maintaining cumulative writing and reading folders;
- realize that the purpose of correctness in language use is to facilitate communication to discriminating audiences;
- establish a safe environment that encourages all students to become proficient writers, readers, speakers, and listeners;
- demonstrate by example that writing and reading are essential abilities to possess if students are to become valuable members of society;
- recognize that language acquisition in terms of writing and reading processes is recursive, not linear; and
- believe that it is through our ability to use language proficiently that we are truly human.

POINTS TO CONSIDER:
RESEARCH AND THE CLASSROOM

In one classroom [adjacent third-grade rooms], the teacher 'took a gamble' and moved out all the regular instruction materials, and instead helped and encouraged the children to write and allowed them to invent and employ their own punctuation. In the other classroom, the teacher taught punctuation conventionally, with daily drills, workbooks, frequent tests--and rare opportunities for writing. At the end of the school year the children who received no formal instruction could explain or define an average of 8.66 different kinds of punctuation marks, compared with only 3.85 for those in the group who had the drills and tests.

--Smith, Frank. ***Insult to Intelligence.*** New York: Arbor House, 1986, p. 178.

The study of traditional school grammar (i.e., the definition of parts of speech, the parsing of sentences, etc.) has no effect on raising the quality of student writing ....Taught in certain ways, grammar and mechanics instruction has a deleterious effect on student writing. In some studies a heavy emphasis on mechanics and usage (e.g., marking every error) resulted in significant losses in overall quality.

--Hillocks, George, Jr. ***Research on Written Composition: New Directions for Teaching.*** Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, the National Conference on Research in English, 1986, p. 248.

ENGLISH LANGUAGE ARTS

PREREQUISITES/ENTRY CRITERIA FOR HONORS COURSES

MIDDLE SCHOOL

0015 Honors English, Grade 6A
0016 Honors English, Grade 6B

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 6

0017 Honors English and Reading, Grade 6A
0018 Honors English and Reading, Grade 6B

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 6

0019 Honors English, Grade 7A
0020 Honors English, Grade 7B

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 7

0021 Honors English and Reading, Grade 7A
0022 Honors English and Reading, Grade 7B

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 7

0025 Honors English, Grade 8A
0026 Honors English, Grade 8B

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 8

0027 Honors English and Reading, Grade 8A
0028 Honors English and Reading, Grade 8B

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 8

0047 Honors English IA (ENG 1A/H)
0048 Honors English IB (ENG 1B/H)

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 8

ENGLISH LANGUAGE ARTS

PREREQUISITES/ENTRY CRITERIA FOR HONORS COURSES

HIGH SCHOOL

3090 Honors English IA (ENG 1A/H)
3091 Honors English IB (ENG 1B/H)

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 9

3092 Honors English IIA (ENG 2A/H)
3093 Honors English IIB (ENG 2B/H)

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 9-10

3094 Honors English IIIA (ENG 3A/H)
3095 Honors English IIIB (ENG 3B/H)

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 11

3075 Honors English IIIA ACT (ENG 3A/H)
3076 Honors English IIIB ACT (ENG 3B/H)

- English IIAB and one of the following courses:
  - World History Studies IAB;
  - Honors World History Studies IAB; or
  - World Geography Studies IAB
- 80 or above in above listed courses
- teacher recommendation
- student interest
- parental approval

Grade Placement: 11

3055 Honors English IVA Academic (BRITLIT4A/H)
3056 Honors English IVB Academic (ENGCOMP4B/H)

- English IIIAB or English IIIAB ACT
- 80 or above in English IIIAB
- teacher recommendation
- student interest
- parental approval

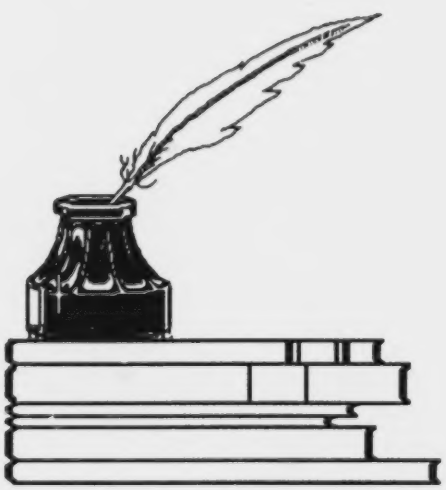
Grade Placement: 11-12

3063 AP Literature and Composition IVA (ENG 4A/HP)
3064 AP Literature and Composition IVB (ENG 4B/HP)

- English IIIAB or English IIIAB ACT
- 80 or above in English IIIAB
- teacher recommendation
- student interest
- parental approval

Grade Placement: 12

ENGLISH LANGUAGE ARTS 6



English Language Arts
GRADE SIX
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TEAMS*
1. Generate material for writing independently and in a variety of ways to accommodate different purposes, modes, and audiences.	1A, 1C-E, 2A, 2B, 3B-D, 4A-C, 5A-F	W1-10 R1-10
2. Participate in self-editing, peer-group editing, and conferences with teacher prior to final draft to address matters of	1A, 1C, 1D, 2A, 4A-C, 5A-F	
• the conventions of usage, mechanics, and correct spelling		W1-6
• word choice to accommodate purpose and audience		
• arrangement of information to accomplish a specific purpose and audience		R1-10
3. Communicate orally in a variety of ways to inform, express, persuade, and entertain by	1D, 2A, 2B, 3B-D, 5A-C	
• developing fluency		
• responding to thoughts of others		
• analyzing oral communication to determine speaker's motive, bias, and point of view		
4. Demonstrate active listening skills in a variety of situations.	1A-E, 2A, 4B	
5. Use a variety of reading skills to address matters of	3A-E	
• vocabulary development	4A-C	R2
• following complex directions		
• using various parts of books, reference materials, charts, graphs, tables, and lists		R8-10
• literary terminology appropriate to grade level		
6. Self-select and read a variety of longer pieces of children's literature and respond by	1A-E, 2A, 2B, 3B-E, 4A-C, 5A-F	R1-10 W1-10
• writing for self and peers		
• discussing with peers		
• conferencing with teacher		

*R--Reading
W--Writing

English Language Arts, Grade Six
RECOMMENDED COURSE SEQUENCE

Sequential Objectives* (Essential Elements)	Resources
Objectives in English language arts do not have to be taught sequentially. See below.	
Non-Sequential Objectives* (Essential Elements)	**Resources**
1. Generate material for writing independently and in a variety of ways to accommodate different purposes, modes, and audiences. (1A, 1C-E, 2A, 2B, 3B-D, 4A-C, 5A-F)	*Language for Daily Use* Narrative Lesson 8 pp. 208-210 Descriptive 9 174-176 Informative 7 52-55 7 90-91 9 56-57 Persuasive 9 256 8 330-333 11 336-338 *At the Edge of the World* Appropriate selections from teacher's manual
2. Participate in self-editing, peer-group editing, and conferences with teacher prior to final draft to address matters of: (1A, 1C, 1D, 2A, 4A-C, 5A-F) •Conventions of usage, mechanics, and correct spellings •Word choice to accommodate purpose and audience •Arrangement of information to accomplish a specific purpose and audience	*Language for Daily Use* Lesson 6 pp. 14-15 7 16-17 9 21-23 10 59-61 9 95-97 13 137-139 11 218-221 10 260-263 4 282-283 (Usage) 10 297-299 10 334-335 *Riverside Spelling, 6* Selected activities to address specific needs of students' vocabulary and spelling development
3. Communicate orally in a variety of ways to inform, express, persuade, and entertain by: (1D, 2A, 2B, 3B-D, 5A-C) •Developing fluency •Responding to thoughts of others •Analyzing oral communication to determine speaker's motive, bias, and point of view	*Language for Daily Use* Lesson 1 pp. 314-315 2 316-317 3 318-319 4 320-321 5 322-323

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives (Essential Elements)	Resources
4. Demonstrate active listening skills in a variety of situations. (1A-E, 2A, 4B)	*Language for Daily Use* Lesson 1 pp. 314-315 Many activities suggested in Objective 3 also address listening skills.
5. Use a variety of reading skills to address matters of: (3A-E, 4A-C) •Vocabulary development •Following complex directions •Using various parts of books, reference materials, charts, graphs, tables, and lists •Literary terminology appropriate to grade level	*Language for Daily Use* Lesson 5 pp. 86-87 6 88-89 10 130-131 11 132-133
6. Self-select and read a variety of longer pieces of children's literature and respond by: (1A-E, 2A, 2B, 3B-E, 4A-C, 5A-F) •Writing for self and peers •Discussing with peers •Conferencing with teacher	*Language for Daily Use* Lesson 10 pp. 24-29 11 62-67 10 98-103 14 140-145 11 180-185 12 222-229 11 264-269 11 300-307 11 330 *At the Edge of the World* Choose appropriate selections from teacher's edition.

SCOPE AND SEQUENCE--ENGLISH LANGUAGE ARTS 6-8

Grades	Writing	Language	Oral Language
6	Generate material for writing independently and in a variety of ways to accommodate different purposes, modes, and audiences*	Participate in self-editing, peer-group editing, and conferences with teacher prior to final draft to address matters of • the conventions of usage, mechanics, and correct spelling* • word choice to accommodate purpose and audience* • arrangement of information to accomplish a specific purpose and audience*	Communicate orally in a variety of ways to inform, express, persuade, and entertain by • developing fluency • responding to thoughts of others • analyzing oral communication to determine speaker's motive, bias, and point of view
7	Use the composing process to generate and plan writing for a variety of purposes, modes, and audiences*	Participate in self-editing, peer-group editing, and conferences with teacher prior to final draft writing to address matters of • the conventions of language* • word choice to accommodate purpose and audience* • proofreading for standard edited English*	Use oral language effectively and appropriately for a variety of purposes and audiences by • participating in small and and large group discussions • presenting information from a variety of sources
8	Use the composing process to generate and plan writing for a variety of purposes, modes, and audiences*	Participate in self-editing, peer-group editing, and conferences with teacher prior to final drafts to address matters of • the conventions of standard edited English* • clarity of language and thinking* • evaluation of the work of self and others	Use oral language for a variety of purposes and audiences by • participating in small and large group discussions • presenting information from a variety of sources other than personal experience

*TEAMS Objective

SCOPE AND SEQUENCE--ENGLISH LANGUAGE ARTS 6-8

Listening	Reading	Literature	Grades
Demonstrate active listening skills in a variety of situations	Use a variety of reading skills to address matters of • vocabulary development* • following complex directions • using various parts of books, reference materials, charts, graphs, tables, and lists* • literary terminology appropriate to grade level	Self-select and read a wide variety of longer pieces of children's literature and respond by • writing for self and peers • discussing with peers • conferences with teacher	6
Demonstrate active listening skills in a variety of situations by • recognizing a speaker's signals which point out important ideas and examples • responding appropriately to a speaker • taking notes from oral presentations within large and small groups	Use a variety of reading skills to address matters of • vocabulary development through context clues* • recognizing literary traditions and terminology • sequencing, making generalizations, predicting, determining cause and effect, and evaluating* • using resource materials in libraries*	Self-select and read a wide variety of longer pieces of children's and adolescent literature and respond by • writing for self and peers • discussing with peers in large and small groups • conferencing with teacher	7
Demonstrate active listening skills in a variety of situations by • identifying a speaker's signals which indicate major points and examples • responding appropriately to a speaker • taking notes from oral presentations of a variety of types	Use a variety of reading skills to address matters of • development of vocabulary through context clues* • recognizing a variety of literary genre, literary terminology, and the characteristics of non-fiction • higher order thinking skills • using reference materials appropriately and effectively*	Self-select and read a wide variety of complete pieces of adolescent literature and non-fiction and respond by • writing for self and others • discussing in large and small groups • conferencing with teacher	8

*TEAMS Objective

ENGLISH LANGUAGE ARTS, GRADE 6

OBJECTIVE 1: GENERATE MATERIAL FOR WRITING INDEPENDENTLY AND IN A VARIETY OF WAYS TO ACCOMMODATE DIFFERENT PURPOSES, MODES, AND AUDIENCES

Resources

Mini-objective:

- **Select and narrow a topic for a specific audience**

TEACHING ACTIVITIES:

1. Students use brainstorming, freewriting, and clustering to generate a list of topics that are important to them.
2. In cooperative groups students work together to decide what audiences each topic could address.
3. Topics are listed in writing folders.

Students' own experiences

Assessment: During individual conferences and evaluation of writing folders, check the student's topic selections for focus and audience-addressed list for appropriateness and offer help both in narrowing the topic and in audience awareness.

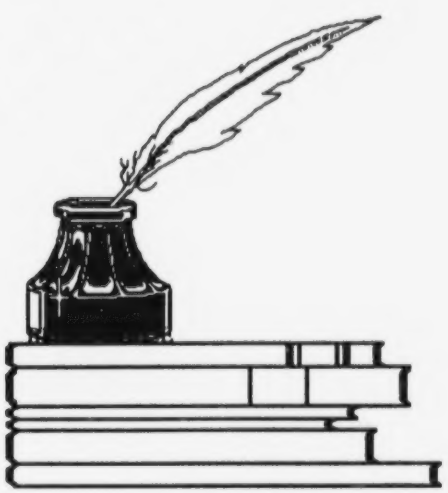
RETEACHING ACTIVITY: Ask cooperative groups to select one suggestion (topic) they would like to offer in writing their principal (audience).

Assessment: Each group selects three reasons that show why their suggestion has merit and places these on chart paper.

EXTENSION ACTIVITY: Class agrees on one suggestion they would like to present their principal and writes a class letter.

Assessment: Class representatives present letter to principal.

HONORS ENGLISH LANGUAGE ARTS 6



ENGLISH LANGUAGE ARTS
HONORS ENGLISH, GRADE 6
OBJECTIVES

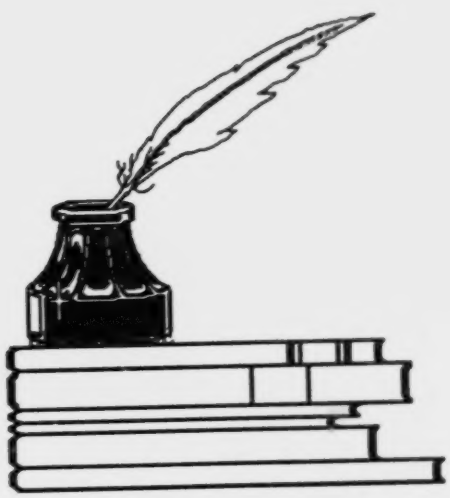
THE LEARNER WILL	ESSENTIAL ELEMENTS *
1. Use writing process to	
• write a variety of forms of discourse for formal and informal audiences, including self, and for various purposes	3C-E, 4A-C
• make collaborative decisions about appropriate word choice and style for a variety of audiences and purposes	3B, 5A-F
• demonstrate ability to maintain a consistent and appropriate voice through out a piece of writing	
• synthesize ideas drawn from several sources	
• produce short works of original fiction and rhymed or unrhymed poetry	
2. Participate in a variety of activities to address language concepts and skills including ability to	
• compose grammatically correct and stylistically effective sentences	5E, 5F
• collaborate with others in making revision and editing decisions that address the conventions of language	
• develop vocabulary skills that address the meaning of words through context clues, word parts, and semantic properties (e.g., concrete/abstract, denotative/connotative)	3A, 3B
3. Participate in a variety of activities to address speaking/listening concepts and skills including ability to	1A
• use organizational, verbal, and nonverbal skills to prepare and deliver a variety of informal oral presentations	2A, 2B
• recognize main idea, relevant details, and vocal clues in a variety of oral presentations	1C-E, 3C-E
• demonstrate listening comprehension by evaluating oral presentations using established criteria	1A
• participate in a variety of collaborative activities to address matters of response to writing and to literature selections	

*The elements listed go beyond the state's essential elements for Grade 6 English.

THE LEARNER WILL	ESSENTIAL ELEMENTS*
4. Participate in a variety of oral and written activities to address reading skills and concepts including ability to	1A
• identify appropriate sources of information including dictionaries, encyclopedias, atlases, almanacs, periodicals, newspapers, and thesauruses	3C-E 4A-C
• recognize literary terminology and devices appropriate to grade level and to literature read	
• participate in activities to address matters of literal, inferential, and evaluative comprehension	
5. Participate in oral and written activities to address literature concepts and skills including ability to	
• engage in reading and discussing self-selected fiction and nonfiction works of a variety of types	1B
• respond orally and in writing to a wide variety of teacher-selected literary works	
• participate in activities to develop higher order and critical thinking skills including analyzing literary pieces for meaning, forming generalizations, predicting outcomes, and making connections between what is read and personal experiences	

*The elements listed go beyond the state's essential elements for Grade 6 English.

HONORS ENGLISH LANGUAGE ARTS/READING 6



ENGLISH LANGUAGE ARTS
HONORS ENGLISH AND READING, GRADE 6*
OBJECTIVES

THE LEARNER WILL	ESSENTIAL ELEMENTS**
1. Use writing process to	
• write a variety of forms of discourse for formal and informal audiences, including self, and for various purposes	3C-E, 4A-C
• make collaborative decisions about appropriate word choice and style for a variety of audiences and purposes	3B, 5A-F
• demonstrate ability to maintain a consistent and appropriate voice throughout a piece of writing	
• synthesize ideas drawn from several sources	
• produce short works of original fiction and rhymed or unrhymed poetry	
2. Participate in a variety of activities to address language concepts and skills including ability to	
• compose grammatically correct and stylistically effective sentences	5E, 5F
• collaborate with others in making revision and editing decisions that address the conventions of language	
• develop vocabulary skills that address the meaning of words through context clues, word parts, and semantic properties (e.g., concrete/abstract, denotative/connotative)	3A, 3B
3. Participate in a wide variety of oral and written activities to address speaking/listening concepts and skills including ability to	1A
• use organizational, verbal, and nonverbal skills to prepare and deliver a variety of informal oral presentations	2A, 2B
• recognize main idea, relevant details, and vocal clues in a variety of oral presentations	1C-E, 3C-E
• demonstrate listening comprehension by evaluating oral presentations using established criteria	1A
• participate in a variety of collaborative activities to address matters of response to writing and to literature selections	

*Available at selected sites where trained staff and appropriate materials are in place.
**The elements listed go beyond the state's essential elements for Grade 6 English and Reading.

THE LEARNER WILL	ESSENTIAL ELEMENTS**
4. Participate in a wide variety of oral and written activities to address literature concepts and skills including	
• recognition of variety of literary genre, literary terminology, and the characteristics of non-fiction	1B
• application of research skills by planning, accessing information, interpreting information, and documenting sources and information	3C, 4A
• application of study skills by using organizational, information gathering, and test-taking skills	
5. Self-select and read a wide variety of complete pieces of adolescent literature and non-fiction and respond by	3C, 3D, 3E, 4A-C
• writing for self and others	
• discussing in large and small groups	
• conferencing with teacher	
• recognizing literary terminology and devices appropriate to grade level and to literature read	
• recognizing features of a literary selection such as character, plot, setting, theme	
• participating in activities to address matters of literal, inferential, and evaluative comprehension	
• responding orally and in writing to a wide variety of teacher-selected literary works	
6. Participate in oral and written activities to address reading skills and concepts including ability to	
• synthesize language, experience, and class content to develop creative thinking by applying skills of fluency, flexibility, originality, elaboration, risk-taking, curiosity, complexity, and imagination	
• evaluate literary experiences and problems to develop critical thinking by analyzing statements for meaning, applying logical reasoning skills, analyzing logical and other relationships, formulating and testing hypotheses, and forming generalizations and concepts	

**The elements listed go beyond the state's essential elements for Grade 6 English and Reading.

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ESSENTIAL ELEMENTS IN ENGLISH LANGUAGE ARTS
GRADE 6

(1) Listening. Developing skill in attending to, responding to, and analyzing oral communications. The student shall be provided opportunities to:

(A) employ active listening in a variety of situations;
(B) listen to appreciate sound devices of rhythm, rhyme, alliteration, and onomatopoeia;
(C) follow the logical organization of an oral presentation;
(D) select from an oral presentation the information needed; and
(E) determine a speaker's motive, bias, and point of view.

(2) Speaking.

(A) Developing fluency in using oral language to communicate effectively. The student shall be provided opportunities to:

(i) engage in creative dramatic activities and nonverbal communication;
(ii) use a variety of words to express feelings and ideas;
(iii) manipulate articulation, rate, volume, and physical movement in oral presentations; and
(iv) respond to thoughts expressed by others through clarifying, qualifying, and extending ideas.

(B) Speaking to accomplish a variety of purposes such as informing, expressing, persuading, and entertaining. The student shall be provided opportunities to:

(i) adapt content and formality of oral language to fit purpose and audience;
(ii) use a set of reasons to persuade a group;
(iii) explain processes; and
(iv) relate stories, puns, riddles, anecdotes, and plays for entertainment.

(3) Writing.

(A) Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to:

(i) generate material for writing independently and in a variety of ways; and
(ii) select and narrow a topic for a specific purpose.

(B) Developing skills in writing effectively for a variety of purposes, modes, and audiences. The student shall be provided opportunities to:

(i) vary word choice to accommodate the purpose and audience; and
(ii) use chronological and spatial order and order of importance.

(C) Applying the conventions of writing to produce effective communications. The student shall be provided opportunities to:

(i) participate in rewriting conferences;
(ii) spell increasingly complex words;
(iii) apply increasingly complex conventions of punctuation and capitalization;
(iv) write legible cursive letters;
(v) include in paragraphs a variety of kinds of complete sentences; and
(vi) use conventional formats (letters and commonly used forms).

(4) Language. Developing skills in using the grammar of English for effective oral and written communication. The student shall be provided opportunities to:

(A) use correct agreement between pronouns and antecedents;
(B) use correct subject-verb agreement with personal pronouns, indefinte pronouns, and compound subjects;
(C) use modifiers (adjectives and adverbs) correctly;
(D) use all other parts of speech correctly;
(E) produce, coordinate, and subordinate sentence elements appropriate to meaning; and
(F) use the fundamentals of grammar, punctuation, and spelling.

RESOURCES, STRATEGIES, AND PLANNING

TABLE OF CONTENTS

Community Resources 1

FWISD Resources 15

School Resources 19

Instructional Strategies 23

Instructional Planning Models 43

ACKNOWLEDGMENT

The office of the Director of Curriculum would like to thank the following individuals for their efforts in the development of this section of the Fort Worth Independent School District curriculum documents:

Ann Hoover, Administrative Intern to Director of Curriculum
Judy Satterwhite, Gifted Specialist, Elementary Education

Nancy J. Timmons
Director of Curriculum

COMMUNITY RESOURCES

Resources	FT	S	Information
Adult Probation Department 200 W. Belknap Fort Worth, Texas (817) 535-6363 Contact: Lori Baldwin		✓	A presentation on probation or the criminal justice system.
Al-Anon-Alateen Information Service 1203 Lake St. Fort Worth, Texas (817) 336-2492		✓	Services provided for children of alcoholics.
American Cancer Society 2222 Montgomery St. Fort Worth, Texas (817) 737-3185 Contact: Loretta		✓	Presentations are made to meet the needs of the age group with regards to health education. Films are viewed with a question/ answer period following.
American Red Cross-Tarrant County 6640 Camp Bowie Fort Worth, Texas (817) 732-4491 Contact: Grace Palmer		✓	Classroom presentations on services of the Red Cross, first aid, and national disaster relief
Amon Carter Museum 3501 Camp Bowie (817) 738-6811 Fort Worth, Texas Contact: Anne Farmer, Art Museum Tour Coordinator	✓		Tours of Museum's permanent collections and special exhibitions conducted by trained docents. Can enhance curriculum objectives in Texas and U.S. History.
Animal Control (817) 870-7398 Contact: Guy Natalie		✓	Classroom presentation by officers regarding responsible pet ownership, bite prevention, and adoption. Puppet show and VCR tape included in presentation. Appropriate for grades K-6.
Asian Cultural Center (817) 870-1127 Contact: Mike Goldberg		✓	Classroom presentations on the history and culture of Asian society.

FT=Field Trip
S=Speaker Available

B

Resources	FT	S	Information
Big Brothers and Sisters of Tarrant County 1209 W. Freeway (817) 877-4277 Contact: Lanny Hassell		✓	This agency can provide information about their program which allows students to learn more about this organization. Also can provide information about a career in social work.
Black Art Gallery-Profiles in Pride 1000 E. Rosedale (817) 870-9709	✓	✓	Tour or classroom presentation available upon request.
Botanic Gardens 3220 Botanic Garden Drive, North Contact: Clara Wilson, Education Office (817) 870-7682	✓		Tours on various topics available.
Bureau of Engraving and Printing 6850 Blue Mound Rd. (817) 232-5833 Contact: Receptionist	✓		Tour of the federal building to view the process of printing money.

C

Resources	FT	S	Information
Casa Manana 3101 W. Lancaster (817) 332-9319 or 332-6221 Contact: Katheleen Tronsor, Dona Shriner, or Daphne Kaplan	✓	✓	Special daytime performances (10:00 a.m.) weekdays and class presentations for grades K-12. Theatre school for K-12 with scholarships available.
Cattleman's Museum 1301 W. 7th St. Fort Worth, Texas (817) 332-7064 Contact: Carol Williams, Museum/ Foundation Coordinator	✓		Historical and current day look at the cattle and ranching industries in Texas. Films and educational materials also available.
Center for Economic Education P. O. Box 5427 Denton, Texas 76203-5427 Contact: Dr. William Witter		✓	Resource persons and materials for economics education.
Child Abuse Prevention P. O. Box 5128 Arlington, Texas 76005 (817) 640-5090 Contact: Audra Bennett		✓	Class presentation on the prevention of child abuse and services available to the community.

Resources	FT	S	Information
Citran (City Transit Service) 2304 Pine St. (817) 870-6226 Contact: Bobby Dike	✓		Tour consists of visiting Citran's property. A bus is provided to transport the group to and from school.
Comprehensive Crime Prevention Program 913 Taylor St. Fort Worth, Texas (817) 870-6600 Contact: Receptionist		✓	Presentations are available on the following subjects: child safety, self protection for women, home security, and fraud prevention. Other topics may be requested.

F

Resources	FT	S	Information
Fort Worth Aviation Dept. Meacham Field Terminal Building (817) 624-1127 Contact: Jan Till	✓		Tour of the terminal building. Watch planes take off and land. Those over 12 years may visit the control tower. Special tours may be arranged for older groups who are interested in aviation related careers.
Fort Worth Boys' Club 2000 Ellis Ave. Fort Worth, Texas (817) 624-8405 Contact: Unit Director	✓	✓	A tour of the Boys' Club and explanation of the purpose and services provided.
Fort Worth-Clean City Program (817) 870-6360 Contact: Sally Barmley		✓	Program for lower elementary students with audiovisuals.
Fort Worth Chamber of Commerce 700 Throckmorton St. Fort Worth, Texas Contact: Receptionist (817) 336-2491		✓	Speakers available to describe the ways in which the Chamber attracts new businesses to the area, as well as the services provided to existing Fort Worth businesses.
Fort Worth City Hall 1000 Throckmorton Fort Worth, Texas (817) 870-7551 Contact: Olivia Rodriguez	✓	✓	Tours of City Hall and speakers on a variety of topics in city government.
Fort Worth Convention and Visitors Bureau 700 Throckmorton Fort Worth, Texas (817) 336-8791 Contact: Diane Wolf		✓	Slide show and oral presentation on history of Fort Worth and tourist attractions.

Resources	FT	S	Information
Fort Worth Employment and Training Dept. "The Working Connection" 440 So. Main Fort Worth, Texas (817) 870-8790		✓	Wide range of topics covered regarding employment and training.
Fort Worth-Fire Safety Education 1000 Throckmorton Fort Worth, Texas (817) 870-6865 Contact: Capt. Roy Knight		✓	Presentation of film and question/answer session on fire prevention and safety.
Fort Worth Girls' Club 1425 8th Ave. Fort Worth, Texas (817) 926-0226 Contact: Sally Defore		✓	Classroom presentation on services provided by organization.
Fort Worth Hispanic Chamber of Commerce 2315 N. Main Fort Worth, Texas (817) 625-5411 Contact: Receptionist		✓	Speakers available on a variety of topics related to business opportunities for Hispanics.
Fort Worth Metropolitan Black Chamber of Commerce 2914 E. Rosedale Fort Worth, Texas (817) 531-8510		✓	Speakers available on a variety of topics related to business opportunities for Blacks.
Fort Worth Municipal Court "Teen Court" 1000 Throckmorton Fort Worth, Texas (817) 870-8680	✓	✓	Available to make presentations to classes during which a video tape is shown followed by a question/answer session. Students may also serve as volunteers in Teen Court.
Fort Worth Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817)732-1631 Contact: Group Services Office	✓		One-hour guided tour of museum exhibits. Special emphasis may be placed on a variety of topics. Tours presented Tuesday through Friday at 9:30 and 11:00 a.m. Maximum: 60 students per tour.
Fort Worth Nature Center Rt. 10 Box 53 Fort Worth, Texas (817) 237-1111 Contact: Receptionist	✓		One-hour guided trail walk uses natural history items such as skulls and seeds to familiarize students with the natural world. Specialized programs available on request. Students divided into groups of 10-12. Maximum group size 80.

Resources	FT	S	Information
Fort Worth Opera Association 3505 W. Lancaster Fort Worth, Texas (817) 731-0833 Contact: Ginger Head	✓	✓	One-act opera performing troupe. Two 3-week performance periods, 1 spring, 1 fall, and one-act children's opera with question/answer time following. Also with program: make-up and set assembly demonstration.
Fort Worth Park & Rec. Dept. Historic Log Cabin Village (817) 926-5881 Contact: Receptionist	✓		Students visit the historic log homes and grist mill. Demonstrations of various pioneer crafts and the operations of a stone ground mill.
Fort Worth Police Dept. 350 W. Belknap Fort Worth, Texas (817) 877-8017 Contact: Patrol Captain's Office		✓	A wide variety of topics can be covered dealing with crime prevention and the work of the police.
Fort Worth Public Health Dept. 1800 University Dr. Fort Worth, Texas (817) 870-7213 Contact: Kathy Biernat, Education Dept.	✓	✓	A tour of the health department. Classroom presentations on a variety of health matters.
Fort Worth Star-Telegram 400 W. 7th St. Fort Worth, Texas (817) 336-9271 Contact: Receptionist, Educational Services	✓	✓	Tour includes all departments of the Star-Telegram and speakers describe the processes involved in gathering and printing the news.
Fort Worth Symphony Orchestra 4401 Trail Lake Dr. Fort Worth, Texas (817) 921-2676 Contact: Nancy Buchanan	✓	✓	A presentation including the following: History of symphony, description of types of instruments, listening to types of music, and the inner workings of an orchestra.
Fort Worth-Tarrant County Young Lawyers Association Texas Building (817) 338-4092 Contact: Receptionist		✓	Classroom presentations on law-related topics and law as a career.
Fort Worth Zoo (817) 870-7055 Contact: Zoo Education Dept.	✓		Guided tours provide students the opportunity to learn the proper care of animals and meet the people who care for the animals in a zoo.

G

Resources	FT	S	Information
Genealogy Librarian Fort Worth Public Library 300 Taylor St. Fort Worth, TX (817) 870-7740		✓	Speakers and tours to prepare students for genealogical research.
General Motors Corp. 2525 E. Abram Arlington, Texas (817) 649-6254 Contact: Office of Plant Security	✓		Tours of assembly plant are conducted at no charge Mon-Fri.
General Services Administration 819 Taylor St. Fort Worth, Texas (817) 334-2321 Contact: Marcelio Banks		✓	A general discussion on the purpose, function, and general operation of a government agency; information on how to begin a career in government service.

H

Resources	FT	S	Information
Historic Preservation Council for Tarrant County 902 S. Jennings Ave. (817) 338-0267 Contact: Marty Craddock		✓	Speakers provide information about the preservation of historical buildings in Tarrant County.

I

Resources	FT	S	Information
International Training in Communications "Toastmistress" (817) 926-2288 Contact: Crystal Ward		✓	Training in public speaking and speakers available on a variety of topics. Organized extra-curricular club for high school. For details in organizing, contact Mary Hern, 923-5382.
Inter Cultura 1810 8th Ave. Fort Worth, Texas (817) 332-4691 Contact: Nicky Holland		✓	Presentations on world cultures and their interdependence with each other.

K

Resources	FT	S	Information
Kimbell Art Museum 3333 Camp Bowie Fort Worth, Texas (817) 738-6811 Contact: Art Museum Coordinator	✓		Guided tours of the permanent collection and special traveling exhibitions are offered. A number of tours have been designed to fulfill essential elements. Slide programs on art elements, periods, world areas available. Free. Call Education Department, 332-8451
KDTN/KERA Educational Services Department 300 Harry Hines Blvd. Dallas, Texas 75201 (214)871-1390		✓	Guide for librarians and classroom teachers of educational programming to be recorded.
KTVT Channel 11 Television 4801 W. Freeway Fort Worth, Texas (817) 451-111 Contact: Penny Preston		✓	Classroom visitors to speak on directing the television news cast.
KXAS Channel 5 TV 3900 Barnett St. Fort Worth, Texas Contact: Weatherman-Channel 5	✓	✓	Tours of weather reporting facilities only.

L

Resources	FT	S	Information
League of Women Voters 101 S. Jennings Ave. Fort Worth, Texas (817) 336-1333 Contact: Linda Burgess-236-1988 for Speaker's Bureau		✓	The voting process and national, state, and local candidates are discussed by classroom speakers.

M

Resources	FT	S	Information
Modern Art Museum of Fort Worth 1309 Montgomery Fort Worth, Texas (817) 738-9215 Contact: Tour Coordinator	✓		General and special exhibition tours provided. Guided tours offer students an opportunity to view and discuss various works of modern art. Two-three weeks advance notice required. Free.

N

Resources	FT	S	Information
NAACP-National Association for the Advancement of Colored People 1063 Evans Ave. Fort Worth, Texas (817)332-8919 Contact: Receptionist		✓	Speakers available to discuss the current issues and concerns of Black Americans.
NCNB-TEXAS Marketing Department (817) 390-6161 Contact: Sami Roop		✓	Class presentations on the banking industry.
Noble Planetarium-Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817) 732-1631 Contact: Group Services	✓		Presentations allow students to explore the universe. Sophisticated multi-media equipment helps create an environment where each student's imagination is stimulated. Topics vary. Minimum cost per student.

O

Resources	FT	S	Information
Omni Theatre-Fort Worth Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817) 732-1631 Contact: Group Services	✓		Film programs on a variety of scientific and/or cultural topics. Topics vary according to available film.

P

Resources	FT	S	Information
Parenting Guidance Center 2928 W. 5th St. Fort Worth, Texas (817) 332-6348 Contact: Receptionist		✓	Topics include individual, marital, and family counseling services. Information available on effective parenting.

S

Resources	FT	S	Information
Safety Council of Fort Worth 301 Oakhurst Scenic Drive Fort Worth, Texas (817) 831-0641 Contact: Rommie Terrell or Jack Mitchell		✓	Education programs dealing with accident prevention in the home, in traffic, in the workplace, and in recreational pursuits.
Saint Joseph Hospital 1401 S. Main Fort Worth, Texas (817) 336-9371 Ext. 6815 Contact: Paula Mitchem		✓	A wide range of topics presented by individuals of Speaker's Bureau. Contact resource person for listing of topics.
Scott William Edrington Theatre 3505 W. Lancaster Fort Worth, Texas (817) 738-6509 Contact: Bill Garber	✓		Discount rates for preview of every show - $3 per student. Tour of facilities to view play set may also be arranged. Contact Mr. Garber for arrangements.
Sid Richardson Collection of Western Art Museum 309 Main Street Fort Worth, TX (817) 332-6554 Contact: Jan Brenneman	✓		Tour of museum's permanent collection includes discussion of art elements, Western artists such as Remington and Russell, and 19th and early 20th century history and civilization.
Story Patch Players 6706 Camp Bowie Fort Worth, Texas (817) 738-7549		✓	Theatrical productions for elementary students. Fee charged for services.

T

Resources	FT	S	Information
Tarrant Council on Alcoholism and Drug Abuse 617 7th Ave. Suite 305 Fort Worth, Texas (817) 332-6329 Contact: Ellen Nelson or Ramzie Gillespie		✓	Classroom presentation and video on social problems of alcohol and drug abuse.
Tarrant County Association for the Blind 912 W. Broadway Fort Worth, Texas (817) 332-3341 Contact: Wayne Pound	✓	✓	A tour of the workshop for the blind. Observe production lines and product assembly. Speakers give general overview of agency services and the disability of blindness.
Tarrant County Black Historical and Genealogical Society 1020 E. Humbolt Fort Worth, Texas (817) 332-6049 Contact: Mrs. Lenora Rolla		✓	Class presentations on Black history and genealogical methodology.

Resources	FT	S	Information
Tarrant County District Attorney 200 W. Belknap Fort Worth, Texas (817) 334-1116 Contact: Tad Howington	✓	✓	Speakers available to give overview of county government and tours of county offices and courthouse may be arranged.
Tarrant County Humane Society 1840 E. Lancaster Fort Worth, Texas (817) 332-5681 or 332-5367 Contact: Lynn Bussington		✓	Film shown about functions of the Humane Society. Question/answer session concerning abuse, neglect, and population.
Tarrant County Junior College 1500 Houston St. Fort Worth, Texas (817) 877-9212 Contact: Nila Barker		✓	Speakers available on a wide variety of topics. Contact Ms. Barker for speakers' bureau listing.
Tarrant County Juvenile Retention Center 2701 Kimbo Rd. Fort Worth, Texas (817) 834-6311 Contact: Receptionist	✓	✓	Tour of facilities for limited number of students and guest speakers available.
Teen Challenge of Fort Worth 747 Samuels Ave. Fort Worth, Texas (817) 336-8191 Contact: Receptionist		✓	A film is shown followed by a discussion and question/answer session on drug prevention.
Texas Agricultural Extension Service 200 W. Bluff St. Fort Worth, Texas (817) 334-1293 Contact: Geneva Smith		✓	A presentation discussing urban landscapes, gardening, agribusiness, plant science, etc.
Texas Christian University 3825 Hilltop Rd. Fort Worth, Texas (817) 921-7490 Contact: Charleen McGilvray	✓	✓	Tours of specific subject areas or general tour of campus may be arranged. Presentations can be made concerning choosing a college, financial aid for college, and history of TCU. Contact various departments for subject specialists.
TU Electric Service 115 W. 7th St. Fort Worth, Texas (817) 336-9411 Contact: Receptionist	✓	✓	Tour of power plant for 5th grade and up and electric service building for 9th grade up. Tours by reservation Monday-Friday. Free loan of films and programs on energy for K-12. Classroom speakers are available upon request.

Resources	FT	S	Information
Texas Employment Commission 301 W. 13th St. Fort Worth, Texas (817) 335-5111		✓	Information on choosing an occupation, making contacts in search of employment, making appointments for interviews etc.
Texas Heritage Inc. "Thistle Hill" 1509 Pennsylvania (817) 336-1212 Contact: Susan Hasker or Danelda Crouse	✓		Volunteers conduct 1/2 hour to 1 hour tours of Thistle Hill. Allows students to view the way of life of the Fort Worth Cattle barons and to participate in an architecture-scavenger hunt. Cost: $1.50per student
Texas Rangers 1250 Copeland Rd. Fort Worth, Texas (817) 273-5222 Contact: Taunee Paur		✓	Local major league baseball club maintains a speakers' bureau. Will send speakers to classrooms.

U

Resources	FT	S	Information
U. S. Air Force-Carswell A.F.B. (817) 782-7157 Contact: Sgt. Becky Robinson	✓		A drive-thru explanation of the Air Force Base, a military dog demonstration, a base fire station tour, and a tour and explanation of B-52D and KD 135 Aircraft assigned to Carswell.

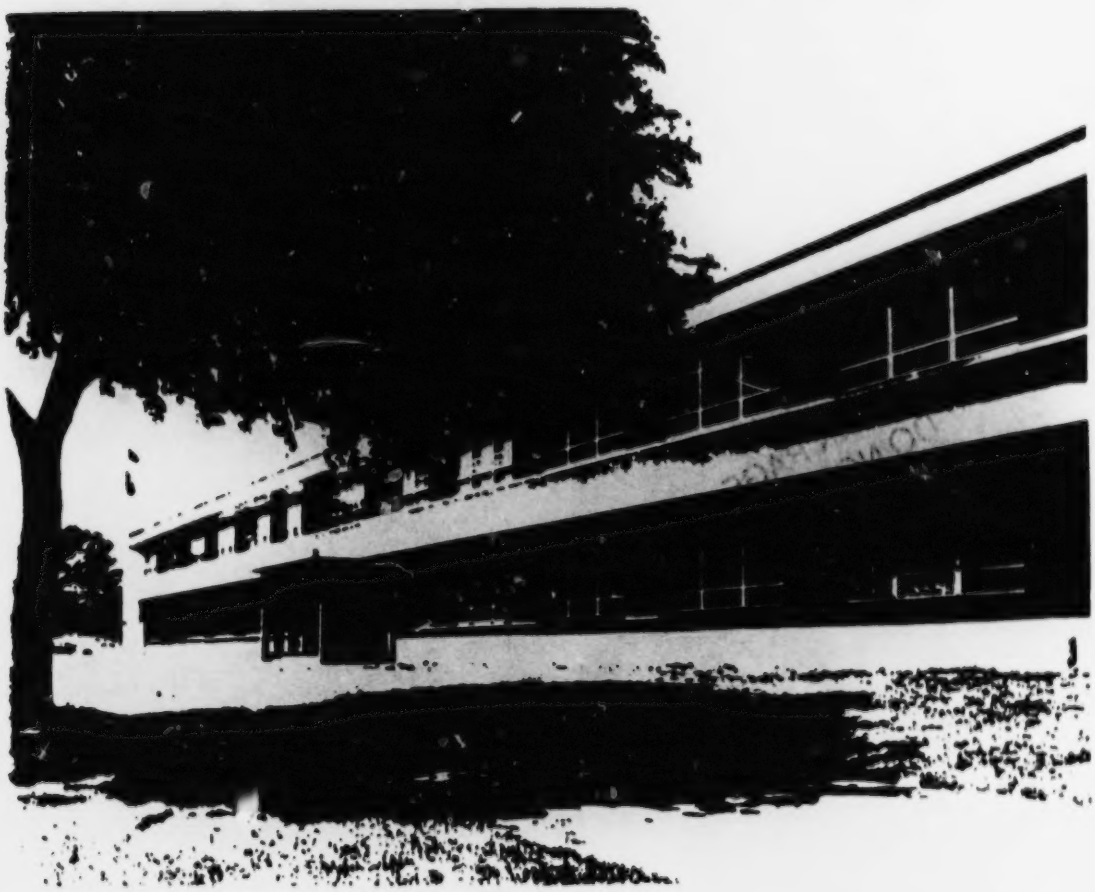
V

Resources	FT	S	Information
Vietnam Veteran's Center 1305 W. Magnolia Ave. Fort Worth, Texas (817) 921-3733 Contact: Don Waak or Hugh McKay		✓	Counselors at Vietnam Vet Center will speak to classes on their experiences in and perspectives of Vietnam.

W

Resources	FT	S	Information
Weaver and Tidwell, C.P.A.'s 1500 Sinclair Fort Worth, Texas (817) 332-7905		✓	An informal lecture/response to a question session is presented. Also, a personal financial statement slide presentation for book-keeping classes.
Women's Center of Tarrant County 1723 Hemphill Fort Worth, Texas (817) 927-4040 Contact: Mary Blasingame		✓	Classroom presentation on issues affecting women.

Fort Worth Independent School District Resources



FORT WORTH INDEPENDENT SCHOOL DISTRICT

RESOURCES

ADMINISTRATIVE STAFF

Dr. Don R. Roberts, Superintendent of Schools	878-3707
Mr. Eugene Gutierrez, Associate Superintendent, Non-Instructional Services	877-5687
Dr. Morris Holmes, Associate Superintendent, Instructional Services	878-3710
Ms. Jo Ann Houston, Assistant Superintendent, Personnel Services	878-3721
Dr. Dan Powell, Assistant Superintendent, Elementary and Secondary Education	878-3728
Dr. Midge Rach, Assistant Superintendent, Instructional Planning and Development	927-1910
Mr. Eldon Ray, Assistant Superintendent, Operations and Construction	625-9883
Mr. Joe Ross, Assistant Superintendent, Community, Employee, and Governmental Relations	878-3725
Dr. John Sawyer, Assistant Superintendent, Business and Finance	878-3705
Dr. J. D. Shipp, Assistant Superintendent, Instructional Support	878-3719

OFFICES/DEPARTMENTS

Adopt-A-School	878-3723
Art	927-0458
Athletic	335-1802
Business Transportation	534-3375
Choral and General Music	927-1768
Communications/Information Center	336-2626
Bilingual/ESL	927-0228
Curriculum	927-0845
Production/Distribution	926-2492
Elementary Schools	878-3724
High Schools	878-3734
Middle School	878-3735
Early Childhood Education	921-2823
English/Language Arts Program Director	927-1876
Foreign Language Program Director	927-0528
Gifted and Talented Program	927-0609
Health Education Program Director	921-2651
Instructional Computing Program Director	921-1774
Instrumental	926-1199
Mathematics	927-1877
Physical Education	921-2811
Professional Development	927-1900
Professional Library and Media	735-4898
Reading	927-0923
Science	927-0731
Social Studies	927-1908
Vocational and Adult Education	878-3743

PERIODICALS IN THE PROFESSIONAL LIBRARY 1989-1990

American Journal of Education

Appraisal: Science Books for Young People

Arithmetic Teacher

Bulletin of the Center for Children's Books

Classroom Computer Learning

Counselor Education and Supervision

Educational Leadership

Educational Technology

Elementary School Journal

English Journal

Equity and Excellence

Exceptional Children

Executive Educator

Five Owls

Gifted Child Quarterly

Gifted Child Today

Hornbook

Instructor

Phi Delta Kappan

Psychology Today

Reading Teacher

School Science and Mathematics

Science and Children

Science Books and Films

Science Teacher

Social Education

Social Studies

Techtrends

Journal of Counseling and Development

Journal of Learning Disabilities

Journal of Physical Education, Recreation, and Dance

Journal of Reading

Journal of School Health

Language Arts

Library Journal

Mathematics Teacher

Modern Language Journal

Oasis

Vocational Education

SCHOOL RESOURCES

SCHOOL RESOURCES 1989-1990

Title	Name	Expertise
Principal		
Assistant Principals		
Teachers as Resources		
Special Program Coordinators		
Instructional Specialists		
Department Chairperson/ Lead Teacher		
Counselors		
Librarian		
Nurse		
Attendance Clerk		
Financial Clerk		
Head Custodian		
Food Service Manager		
PTA/PTO President		
Other		

INSTRUCTIONAL STRATEGIES

"Many instructional models have been developed for educating our youth. Instructional methods should provide opportunities for the students to organize their ideas in ways meaningful to them. We recognize that a variety of instructional methods is appropriate. Certain methods may be effective for developing skills, while another method may be more effective for higher level thought. Variety in instructional methods has been shown to be crucially important."
--Grayson H. Wheatley

Students Generally Remember:

10% of what they READ
20% of what they HEAR
30% of what they SEE
40% of what they HEAR & SEE
70% of what they SAY
90% of what they SAY as they Do

WEBBING

ANALOGIES

CRITICAL THINKING

COOPERATIVE LEARNING

GRAPHIC ORGANIZERS

CREATIVE THINKING

TEACHING STRATEGIES

for Cueing THINKING in the CLASSROOM

"Strategy 1"

Think-Pair-Share

Think-Pair-Share is a multimode discussion cycle in which students listen to a question or presentation, have time to "think" individually, talk with each other in "pairs" and finally "share" responses with the larger group. The teacher signals students to switch from "listen" to "think" to "pair" to "share" by using cues (fig. 1).

Students raise their hands only on signals, *not* directly after the question or a response. Students may write or diagram their thoughts. In this activity, teachers also give cues on options for "how" students are to think or work in pairs. For instance, teachers may cue the students to reach concensus, engage in problem solving, or assume the role of devil's advocate (fig. 2).

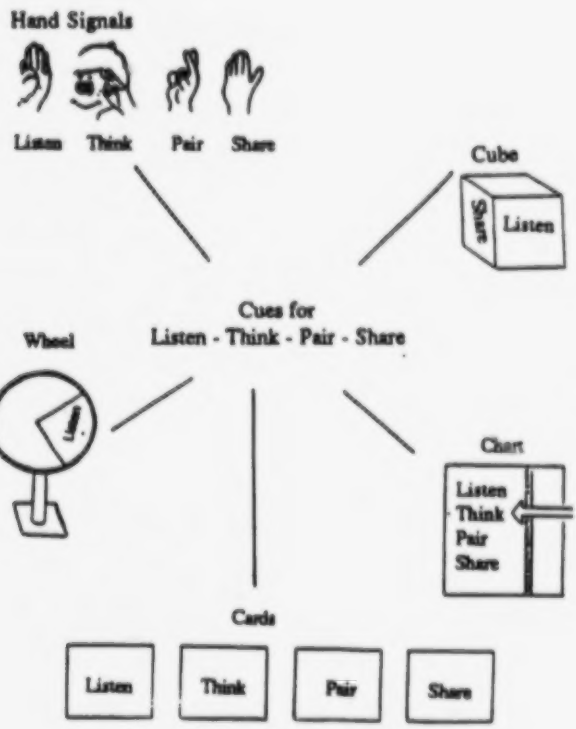


Fig. 1. Cues for Think-Pair-Share

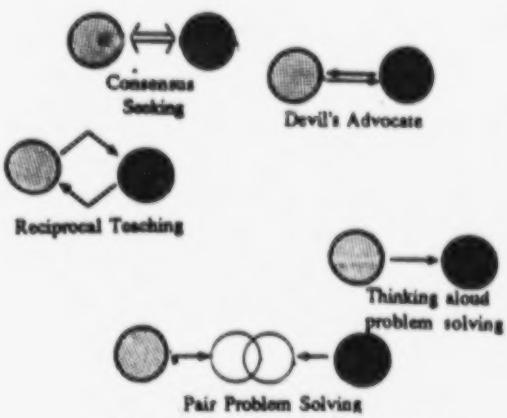


Fig. 2. Think-Pair-Share Structures

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"Strategy 2"

Reading Reference Bookmark

While you read--
Tell
yourself what the author says.
Ask
yourself if what you are reading makes sense.
Picture
what the author describes.
Identify
the main ideas.
Predict
what will come next.

If you don't understand--
Identify
the problem.
Remind
yourself of what you want to find out.
Look Back.
Look Ahead.
Slow Down.
Ask
for help.

After you read--
Retell
what you read in your own words.
Summarize
the most important ideas.
Ask
yourself questions and answer them.
Picture
in your mind what the author described.
Decide
what was especially interesting or enjoyable.

Ready Reading Reference

If one analyzes the differences between good and poor readers, the importance of the strategic behaviors that good readers spontaneously employ before, during, and after their reading would be obvious.

The Ready Reading Reference bookmark was developed to summarize knowledge about "good reader" strategies. The bookmark serves as a tangible instructional tool and a concrete cue for students during independent reading.

These instructional tools can easily be made for classroom use and adapted to the appropriate grade.

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"Strategy 3"

Questioning/Discussion Strategies Bookmark

Teachers can integrate effective questioning and discussion strategies into their daily repertoires by referring to a "cueing" bookmark which features question starters on one side and discussion strategies on the other. *During classroom discussion, the bookmark reminds teachers to use these promising strategies .*

Front

Questioning for Quality Thinking

Acknowledge—Identification and recall of information
who, what, when, where, how_____?
Describe _____

Comprehension—Organization and selection of facts and ideas
Tell_____in your own words.
What is the main idea of _____?

Application—Use of facts, rules, principles
Now is _____an example of _____?
Now is _____related to _____?
Why is _____significant?

Analysis—Separation of a whole into component parts
What are the parts or features of _____?
Classify _____according to _____.
Outline/diagram/web_____.
How does ___ compare/contrast with _____?
What evidence can you list for _____?

Synthesis—Combination of ideas to form a whole
What would you predict/infer from _____?
What ideas can you add to _____?
How would you create/design a new _____?
What might happen if you combined _____ with _____?
What solutions would you suggest for _____?

Evaluation—Development of opinions, judgments, or decisions
Do you agree _____?
What do you think about _____?
What is the most important _____?
Prioritize _____.
How would you decide about _____?
What criteria would you use to assess _____?

Back

Strategies to Extend Student Thinking

- **Remember "wait time I and II"**
  Provides at least three seconds of thinking time after a question and after a response
- **Utilize "think-pair-share"**
  Allow individual thinking time, discussion with a partner, and then open up the class discussion
- **Ask "follow-ups"**
  Why? Do you agree? Can you elaborate? Tell me more. Can you give an example?
- **Withold judgment**
  Respond to student answers in a non-evaluative fashion
- **Ask for summary (to promote active listening)**
  "Could you please summarize John's point?"
- **Survey the class**
  "How many people agree with the author's point of view?" ("thumbs up, thumbs down")
- **Allow for student calling**
  "Richard, will you please call on someone else to respond?"
- **Play devil's advocate**
  Require students to defend their reasoning against different points of view
- **Ask students to "unpack their thinking"**
  "Describe how you arrived at your answer." ("think aloud")
- **Call on students randomly**
  Not just those with raised hands
- **Student questioning**
  Let the students develop their own questions
- **Cue student responses**
  "There is not a single correct answer for this question. I want you to consider alternatives."

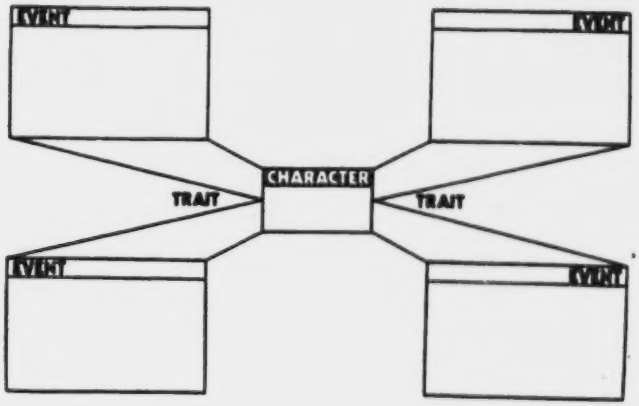
Cueing Bookmark

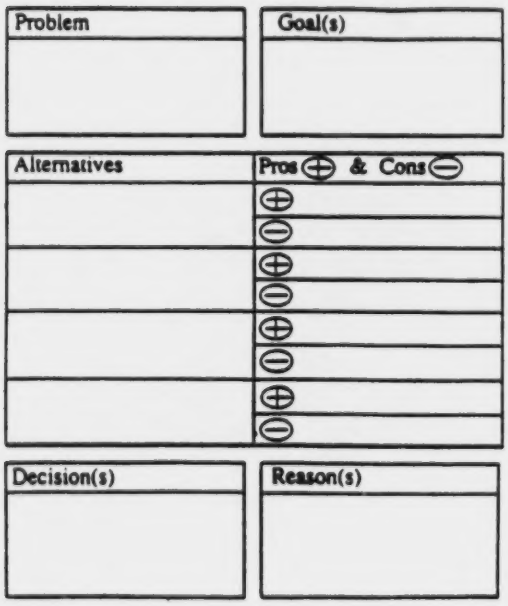
Source: Language and Learning Improvement Branch, Division of Instruction, Maryland State Department of Education, Mc Tighe, 1985. Reprinted with permission.

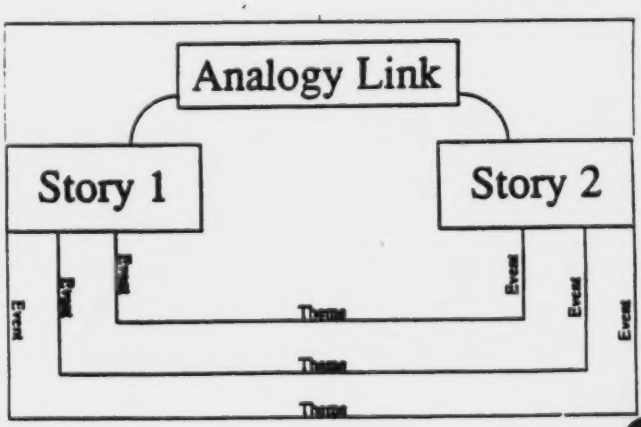
"Strategy 4"

Cognitive Mapping

Cognitive maps are effective tools for helping students improve their organizational abilities. These provide a visual, holistic representation of facts and concepts and their relationships within an organizational framework. They help students to 1) represent abstract or implicit information in more concrete form 2) depict the relationships among facts and concepts 3) generate and elaborate ideas; 4) relate new information to prior knowledge and 5) store and retrieve information. These cognitive maps become blueprints for oral discourse and written composition.







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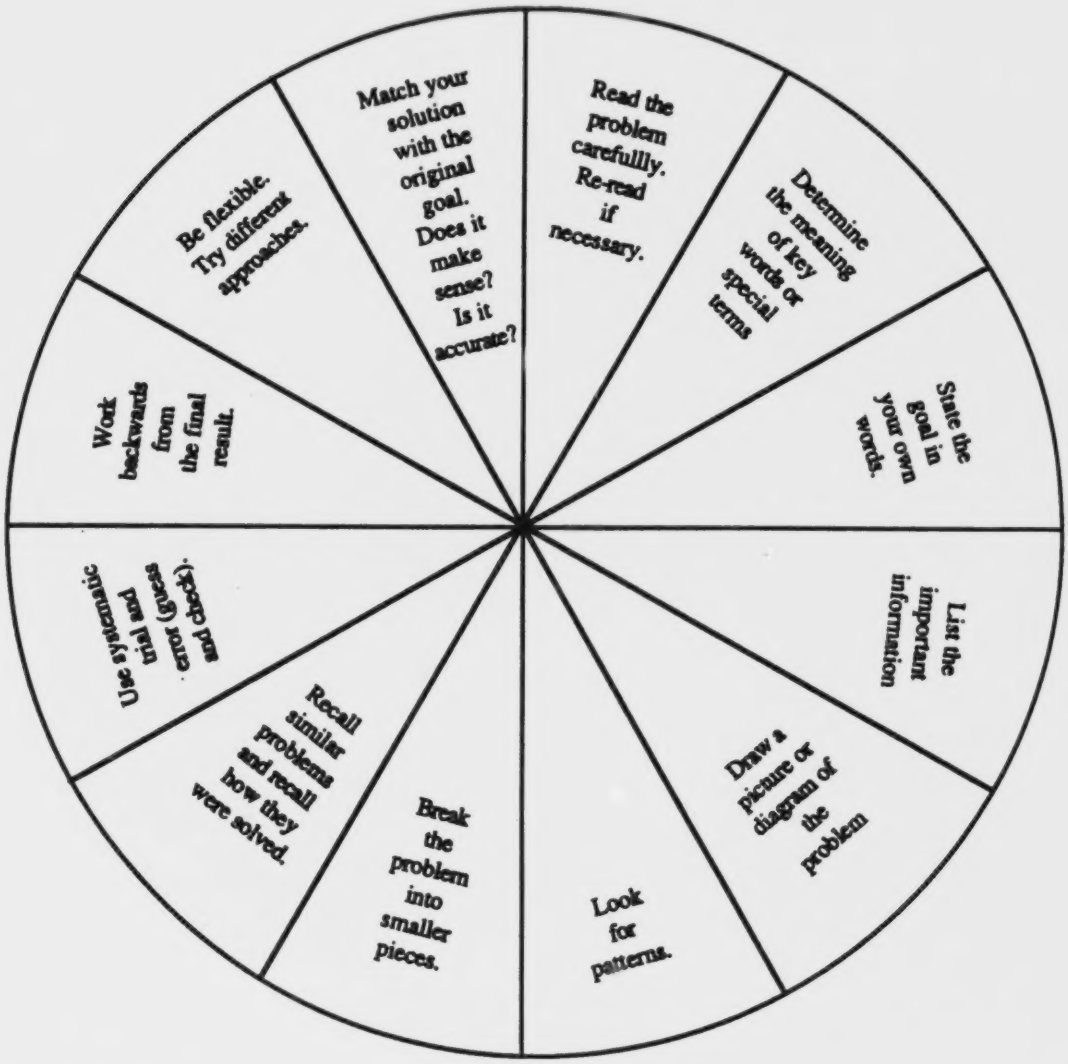
"Strategy 5"

Problem-Solving Strategies Wheel

Teachers who wish to improve student problem solving can spend classroom time examining the solution "process" along with the final answer, model their own strategic reasoning by "thinking aloud," and provide explicit instruction in problem-solving heuristics, using a *Problem Solving Strategies Wheel*. Teachers should project the wheel on a transparency or draw a wheel on a large piece of posterboard, thereby making it an instructional tool that reminds teachers and students of the strategies of the experts.



Transparency

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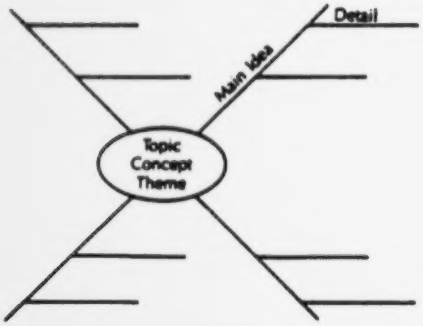
GRAPHIC ORGANIZERS

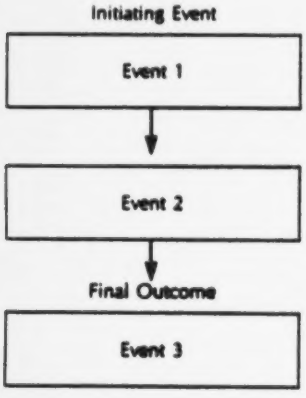
Graphic representations are visual illustrations of verbal statements. Frames are sets of questions or categories that are fundamental to understanding a given topic. Here are shown nine "generic" graphic forms with their corresponding frames. Also given are examples of topics that could be represented by each graphic form. These graphics show at a glance the key parts of the whole and their relations, helping the learner to comprehend text and solve problems.

Spider Map



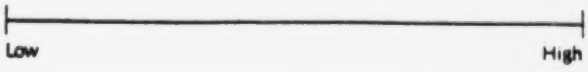
Used to describe a central idea: a thing (a geographic region), process (meiosis), concept (altruism), or proposition with support (experimental drugs should be available to AIDS victims). Key frame questions: What is the central idea? What are its attributes? What are its functions?

Series of Events Chain



Used to describe the stages of something (the life cycle of a primate); the steps in a linear procedure (how to neutralize an acid); a sequence of events (how feudalism led to the formation of nation states); or the goals, actions, and outcomes of a historical figure or character in a novel (the rise and fall of Napoleon). Key frame questions: What is the object, procedure, or initiating event? What are the stages or steps? How do they lead to one another? What is the final outcome?

Continuum/Scale



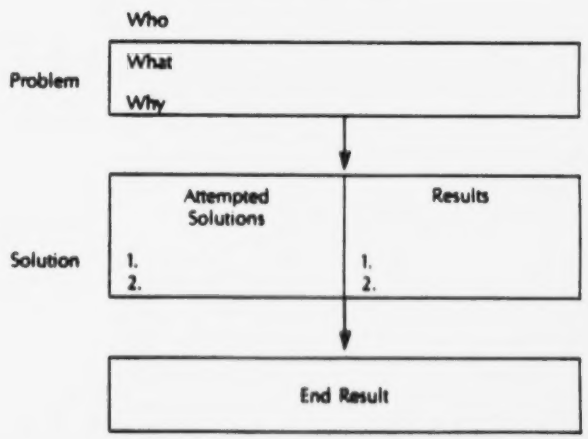
Used for time lines showing historical events or ages (grade levels in school), degrees of something (weight), shades of meaning (Likert scales), or ratings scales (achievement in school). Key frame questions: What is being scaled? What are the end points?

Compare/Contrast Matrix

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

Used to show similarities and differences between two things (people, places, events, ideas, etc.). Key frame questions: What things are being compared? How are they similar? How are they different?

Problem/Solution Outline

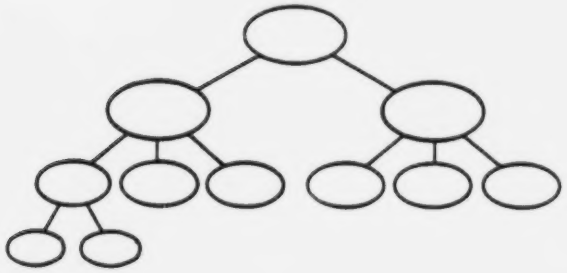


Used to represent a problem, attempted solutions, and results (the national debt). Key frame questions: What was the problem? Who had the problem? Why was it a problem? What attempts were made to solve the problem? Did those attempts succeed?

a

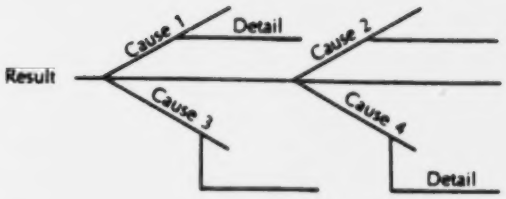
Graphic Organizers (Cont'd)

Network Tree



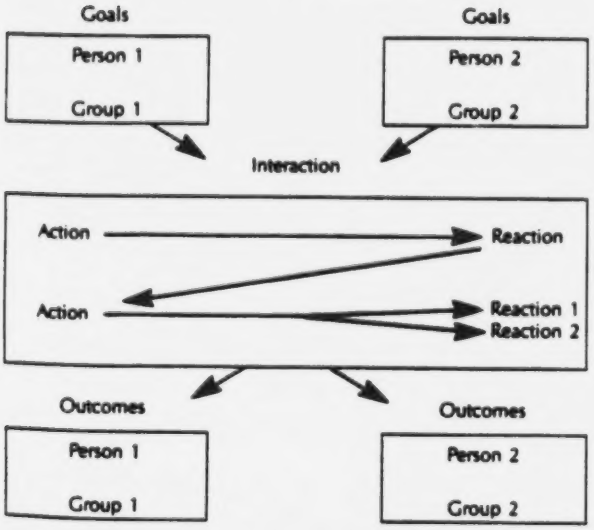
Used to show causal information (causes of poverty), a hierarchy (types of insects), or branching procedures (the circulatory system). Key frame questions: What is the superordinate category? What are the subordinate categories? How are they related? How many levels are there?

Fishbone Map



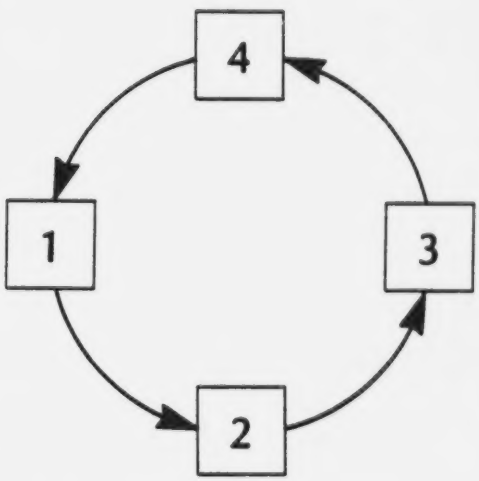
Used to show the causal interaction of a complex event (an election, a nuclear explosion) or complex phenomenon (juvenile delinquency, learning disabilities). Key frame questions: What are the factors that cause X? How do they interrelate? Are the factors that cause X the same as those that cause X to persist?

Human Interaction Outline



Used to show the nature of an interaction between persons or groups (European settlers and American Indians). Key frame questions: Who are the persons or groups? What were their goals? Did they conflict or cooperate? What was the outcome for each person or group?

Cycle



Used to show how a series of events interact to produce a set of results again and again (weather phenomena, cycles of achievement and failure, the life cycle). Key frame questions: What are the critical events in the cycle? How are they related? In what ways are they self-reinforcing?

b

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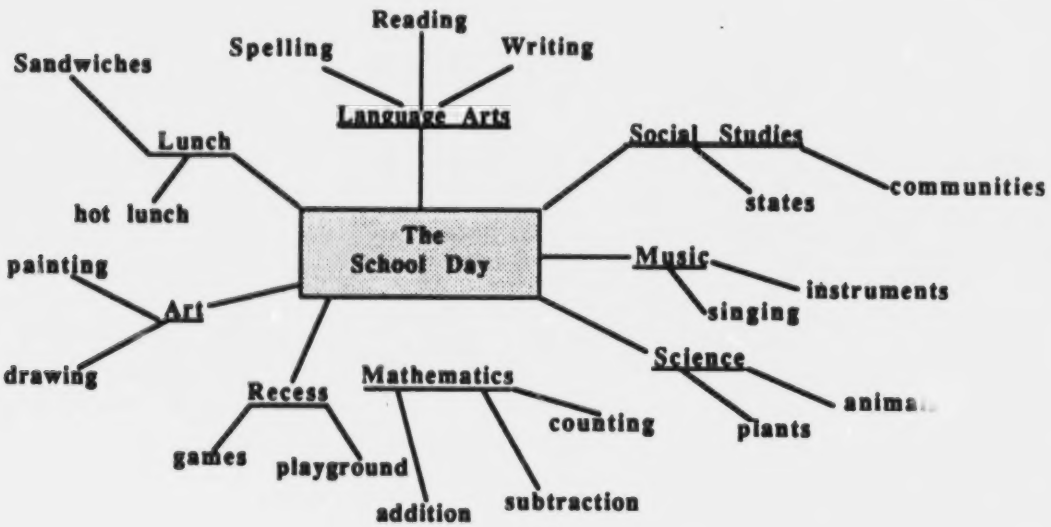
WEBBING

WEBBING is a method of brainstorming or generating ideas on a given topic in which connections among related ideas are shown. By doing a webbing activity, a teacher can determine what the class knows about a certain subject.

PROCESS STEPS:

1. **Choose a major topic.**
2. **Divide the topic into subtopics.**
3. **Show connections between related ideas.**



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DECISION MAKING

DECISION MAKING is a process leading to the selection of one of several options after consideration of facts, ideas, possible alternatives, probable consequences, and personal values.

PROCESS STEPS:

1. **Identify the problem.**
2. **Think of alternative solutions.**
3. **Establish criteria for weighing each alternative.**
4. **Weigh the alternatives on the basis of the criteria.**
5. **Choose the alternative which is rated best.**
6. **Give reasons for your choice.**

CRITERIA

SOLUTIONS	Easy to make and take	Good for you	Tastes good
Popcorn			
Cup cakes			
Apples			

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TASK ANALYSIS

TASK ANALYSIS is a system for breaking down a task into fundamental skills and subskills. The first step is to define the final performance goal and then to list the skills necessary to attain that goal. This skill is fundamental in problem-solving activities.

PROCESS STEPS:

1. **Define the final performance goal.**
2. **List the steps and skills necessary to reach that goal.**
3. **Follow the steps to determine if they produce the goal.**

BRAINSTORMING

The Goal of Brainstorming is to:

1. **PRODUCE MANY RESPONSES**
2. **ACCEPT ALL RESPONSES**
3. **WITHHOLD PRAISE OR JUDGMENT OF ANY SINGLE RESPONSE GIVEN**
4. **PROVIDE AN ACCEPTING ATMOSPHERE**
5. **HITCHHIKE ON EACH OTHER'S IDEAS**
6. **AIM FOR QUANTITY—NOT ALL RESPONSES WILL BE OF HIGH QUALITY**

GENERALIZATION

A GENERALIZATION is a rule, principle, or formula that governs or explains a number of related situations.

PROCESS STEPS:

1. **Collect, organize, and examine the material.**
2. **Identify the common characteristics.**
3. **Make and state a generalization based on the common characteristics.**
4. **Find other instances in which the generalization is true.**
5. **Try to transfer the generalization to other situations or uses.**

ANALOGY

An ANALOGY is a comparison which points out similarities between two things that might be different in all other respects or circumstances.
Example: Shoe is to foot as mitten is to (hand).
Nose is to smell as ear is to (hear).

PROCESS STEPS:

1. **Select items that are to be compared.**
2. **Identify the common clues in the items.**
3. **Determine how the first two items are related.**
4. **Complete the analogy by choosing the item that relates to the third item in the same way.**

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CREATIVE THINKING STRATEGIES

FLUENCY

FLUENCY is the ability to produce common responses to a given situation. The emphasis is on quantity rather than on quality. The intent is to build a large store of information or material for further, selective use.

PROCESS STEPS:

1. **Define the situation and determine the category.**
2. **Ask the students for many responses.**
3. **Follow brainstorming rules.**
4. **List all ideas given.**

FLEXIBILITY

FLEXIBILITY is the ability to respond in a variety of categories, to group responses into new uses for familiar objects or situations. Flexibility requires thinking beyond the usual and obvious to the new and original. In the story of the OX-CART MAN, who would expect the farmer to sell his boxes, his ox-cart, his ox, and the ox's yoke and harness, walk home, and begin over again? As with flexibility, the best responses require time to develop. Students need time to incubate the best ideas.

PROCESS STEPS:

1. **Identify the information to be used.**
2. **Examine the items to be used.**
3. **Identify many categories for the material.**
4. **Respond with new and creative categories or uses.**

ORIGINALITY

ORIGINALITY is the ability to generate novel, nontraditional, or unexpected ideas and to interpret these ideas in clever, unique products.

PROCESS STEPS:

1. **Determine and define the situation.**
2. **Ask for original, unique ideas.**
3. **Provide products for sharing the original idea.**

ELABORATION

ELABORATION is the process of adding details to an existing product. Introduce the story by discussing stories of fairies, princesses, knights, kings, and dragons. Help the students elaborate on the basic design of a dinosaur to create a dragon.

PROCESS STEPS:

1. **Examine the basic idea or object to be changed or improved by elaboration.**
2. **Define the basic idea.**
3. **Decide how to add to or expand on the basic idea to make it more interesting or complete.**
4. **Add details to develop a more interesting or useful idea.**

DISCOVERY

DISCOVERY is a method of teaching the processes of science or problem solving in which the teacher silently conducts the demonstration and the students attempt to determine why what is shown occurs.

PROCESS STEPS:

1. **Silently show the demonstration after telling the group to watch carefully and challenging them to try to determine why what they see occurs.**

2. **Collect observations on the chalkboard.**

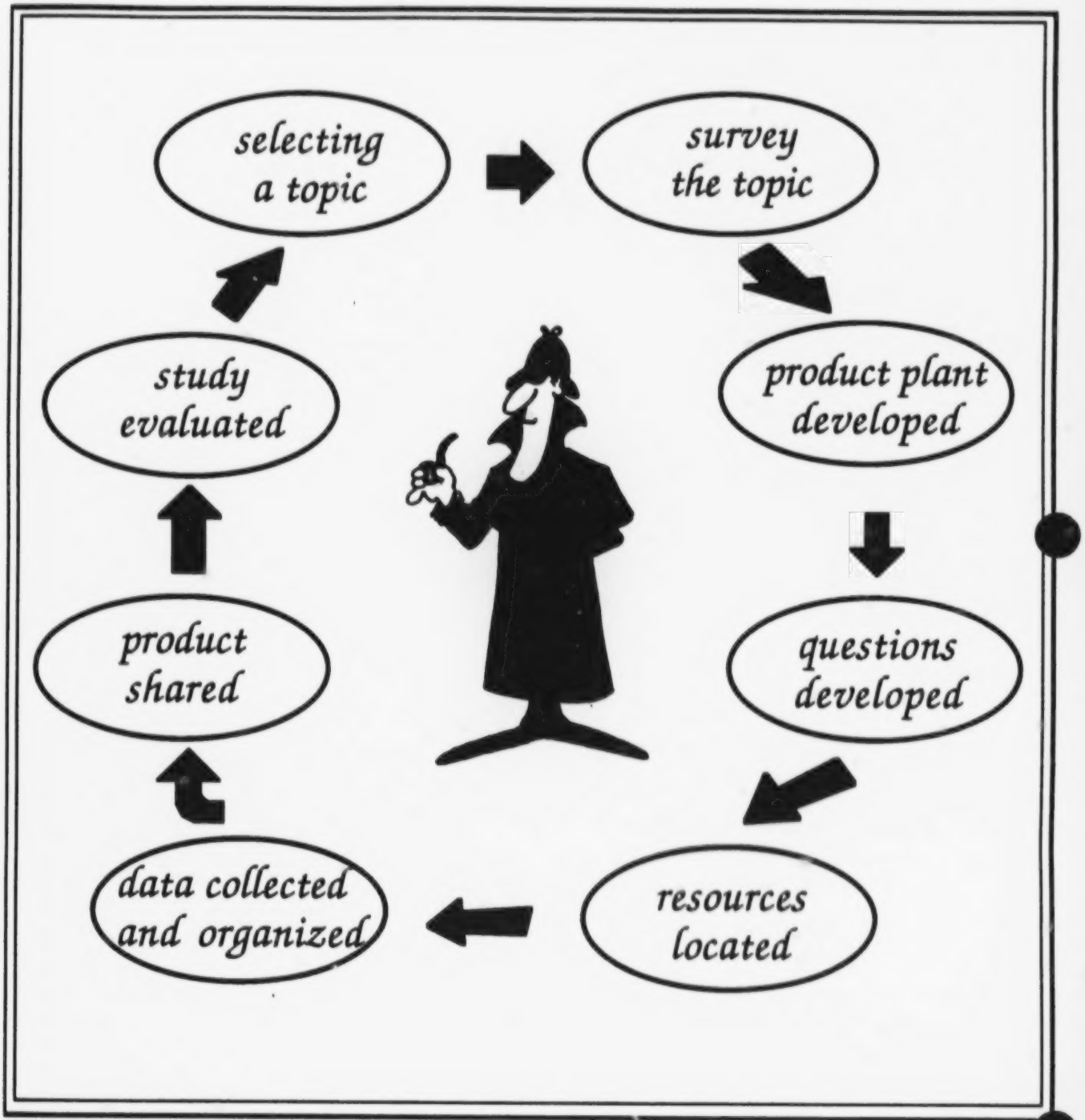
3. **Have the class ask questions that can be answered by yes or no in order to obtain information to supplement their observations.**

4. **Ask if there are any operational questions that could be investigated or other demonstrations that need to be done in order to supply more information. Allow time to investigate or to perform the desired demonstrations.**

5. **Collect on the chalkboard those points or factors that the class deems important to the problem solution.**

6. **Call for a solution, or multiple solutions, to the problem. Children should not only present their solutions but also present supporting evidence from the problem-solving session.**

THE INDEPENDENT STUDY MODEL



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COOPERATIVE LEARNING

Cooperative learning is a systematic model for teaching content while having students practice skills necessary for effective group work. The basic principles of cooperative learning are:

1. **Face-to-face interaction**
2. **Individual accountability**
3. **Positive interdependence**
4. **Social skills**
5. **Group processing**

Quick Cooperative Starters

Learning Partners: Ask the students to turn to a neighbor and ask him/her something about the lesson, to explain a concept you've just taught, to explain the assignment, to explain how to do what you've just taught, to summarize the three most important points of the discussion, or whatever fits the lesson.

Reading Groups: Students read material together and answer the questions. One person is the Reader, another the Recorder, and the third the Checker (who checks to make certain everyone understands, agrees with, and can explain the answers). They must come up with three possible answers to each question and circle their favorite one. When finished, they sign the paper to certify that they all understand, agree on, and can explain the answers.

Bookends: Before a film, lecture, or a reading, have students summarize together what they already know about the subject and come up with questions they have about it. Afterwards, the trios answer questions, discuss new information, and formulate new questions.

Jigsaw: Each person reads and studies part of a selection with a partner, practices teaching the section with a new partner (student studying same section from another group), then teaches what he or she has learned to the other members of the group. Each then quizzes the group members until satisfied that everyone knows all parts thoroughly.

Drill Partners: Have students drill each other on the facts they need to know until they are certain both partners know and can remember them all. This works for spelling, vocabulary, math, grammar, test review, etc. Give bonus points on the test if all members score above a certain percentage.

Reading Buddies: In lower grades, have students read their stories to each other, getting help with words and discussing content with their partners. In upper grades, have students tell about their books and read their favorite parts to each other.

Worksheet Checkmates: Have two students, each with different jobs, do one worksheet. The Teacher reads, then suggests an answer; the Writer either agrees or comes up with another answer. When they both understand and agree on an answer, the Writer can write it.

Homework Checkers: Have students compare homework answers, discuss any they have not answered similarly, then correct their papers and add the reason they changed an answer. Make certain everyone's answers agree, then staple the papers together. Grade one paper from each group and give group members that grade.

Test Reviewers: Have students prepare each other for a test. They get bonus points if every group member scores above a preset level.

Composition Pairs: Student A explains what she/he plans to write to Student B, while Student B takes notes or makes an outline. Together they plan the opening or the thesis statement. Then Student B explains while Student A writes. They exchange outlines and use them in writing their papers.

Problem Solvers: Give groups a problem to solve. Each student must contribute part of the solution. Groups can decide who does what, but they must show where all members contributed. Or, they can decide together, but each must be able to explain how to solve the problem.

Computer Groups: Students work together on the computer. They must agree on the input before it is typed in. One person is the Keyboard Operator, another the Monitor Reader, a third the Verifier (who collects opinions on the input from the other two and makes the final decision). Roles are rotated daily so everyone gets experience at all three jobs.

Book Report Pairs: Students interview each other on the books they read, then they report on their partner's book.

Writing Response Groups: Students read and respond to each other's papers three times:

1. They mark what they like with a star and put a question mark anywhere there is something they don't understand or think is weak. Then they discuss the paper as a whole with the writer.

2. They mark problems with grammar usage, punctuation, spelling, or format and discuss it with the author.

3. They proofread the final draft and point out any errors for the author to correct.

Teachers can assign questions for students to answer about their group members' papers to help them focus on certain problems or skills.

Report Groups: Students research a topic together. Each one is responsible for checking at least one different source and writing at least three notecards of information. They write the report together; each person is responsible for seeing that his/her information is included. For oral reports, each must take a part and help others rehearse until they are at ease.

Summary Pairs: Have students alternate reading and orally summarizing paragraphs. One reads and summarizes while the other checks the paragraph for accuracy and adds anything left out. They alternate roles with each paragraph.

Elaborating and Relating Pairs: Have students elaborate on what they are reading and learning by relating it to what they already know about the subject. This can be done before and after reading a selection, listening to a lecture, or seeing a film.

Circles of Learning

Johnson, D,. W., Johnson, R. T., & Holubee, E. (EDS., 1988), *Cooperation in the Classroom* (revised ed.). Edina, MN: Interaction Book Company.

PROBLEM-SOLVING SEQUENCE

by L. S. Shulman

1. **Problem sensing,** in which a person initially detects, to his discomfort, that some kind of problem or incongruity exists.

2. **Problem formulating,** wherein the person subjectively defines a particular problem and develops his own anticipated form of solution.

3. **Searching,** in which the individual questions, hypothesizes, gathers information, and occasionally backtracks.

4. **Problem resolving,** the final phase in which the person becomes satisfied that he has solved the problem or "found out why," thus removing the disequilibrium.

PROBLEM-SOLVING HEURISTICS

by Stephen Krulik and Jesse Rudnick

1. **Read**

   1a. Note key words.
   1b. Get to know the problem setting.
   1c. What is being asked for.
   1d. Restate the problem in your own words.

2. **Explore**

   2a. Draw a diagram, or construct a model.
   2b. Make a chart. Record the data.
   2c. Look for patterns.

3. **Select a Strategy**

   3a. Experiment
   3b. Look for a simpler problem.
   3c. Conjecture/guess.
   3d. Form a tentative hypothesis.
   3e. Assume a solution.

4. **Solve**

   4a. Carry through your strategy.

5. **Review and Extend**

   5a. Verify your answer.
   5b. Look for interesting variations on the original problem.

Instructional Planning Models

The key to successful teaching is good planning. There is no substitute for it. Good planning helps create correct discipline, pleasant atmosphere in the class, and puposeful activity free from dead spots and waste motion—in short, good planning promotes worthwhile learning. No one can teach well for long without planning well.

—Leonard H. Clark

PLANNING MODEL

UNIT/MAJOR OBJECTIVE

Compare and contrast life in the various American Colonies

OBJECTIVES

1. Describe the influence of geography, government, and religion on the growth and development of the New England Colonies.
2. Describe the influence of geography, government, and significant persons and groups on growth and development of the Middle Colonies.
3. Describe the influence of geography, economics, and slavery on growth and development of the Southern Colonies.

ASSESSMENT TYPES

Assessment Type # 1

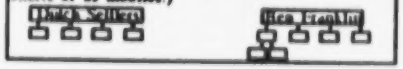
Using the map, label the Middle Colonies, their major cities, and bodies of water.

Assessment Type # 2

Writing Assignment: Discuss at least three examples of how geography affected growth and development of the Middle Colonies. Be sure to elaborate on your examples.

Assessment Type #3

Divide students into six groups. From a list of individuals and groups who influenced development of the Middle Colonies, each group will select a subject for research and organize the information collected. Research reports will be presented orally. (Information maps could be presented on charts or as mobiles.)



Other Assessment Types

- Individual Student Projects
- Teacher Observations
- Independent Research
- Other products such as murals, timelines, and models

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PLANNING MODEL

UNIT/MAJOR OBJECTIVE

Compare and contrast life in the American Colonies

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INSTRUCTIONAL ACTIVITIES

Instructional Activity # 1

Using a wall map, locate the Middle Colonies. As each colony is located, ask students to discuss the following:

- How did geography affect development?
- What were the major cities and resources?
- What groups settled in the colony?
- Describe what social life was like and how it was influenced by geographic factors (e.g., weather, natural resources, proximity to other colonies)

Instructional Activity # 2

Divide class into four groups. Assign each group one of the Middle Colonies. Have them imagine they are proprietors and must decide on five laws they will make for their colonies. Students will publish their "charters" and be able to discuss the rationale for their charter and the similarities and differences among all of the charters.

Instructional Activity #3

As the teacher delivers a mini lecture, students will take notes by completing the matrix outline. Students will discuss any noted similarities and differences among the geography, government, and significant persons and groups in each colony.

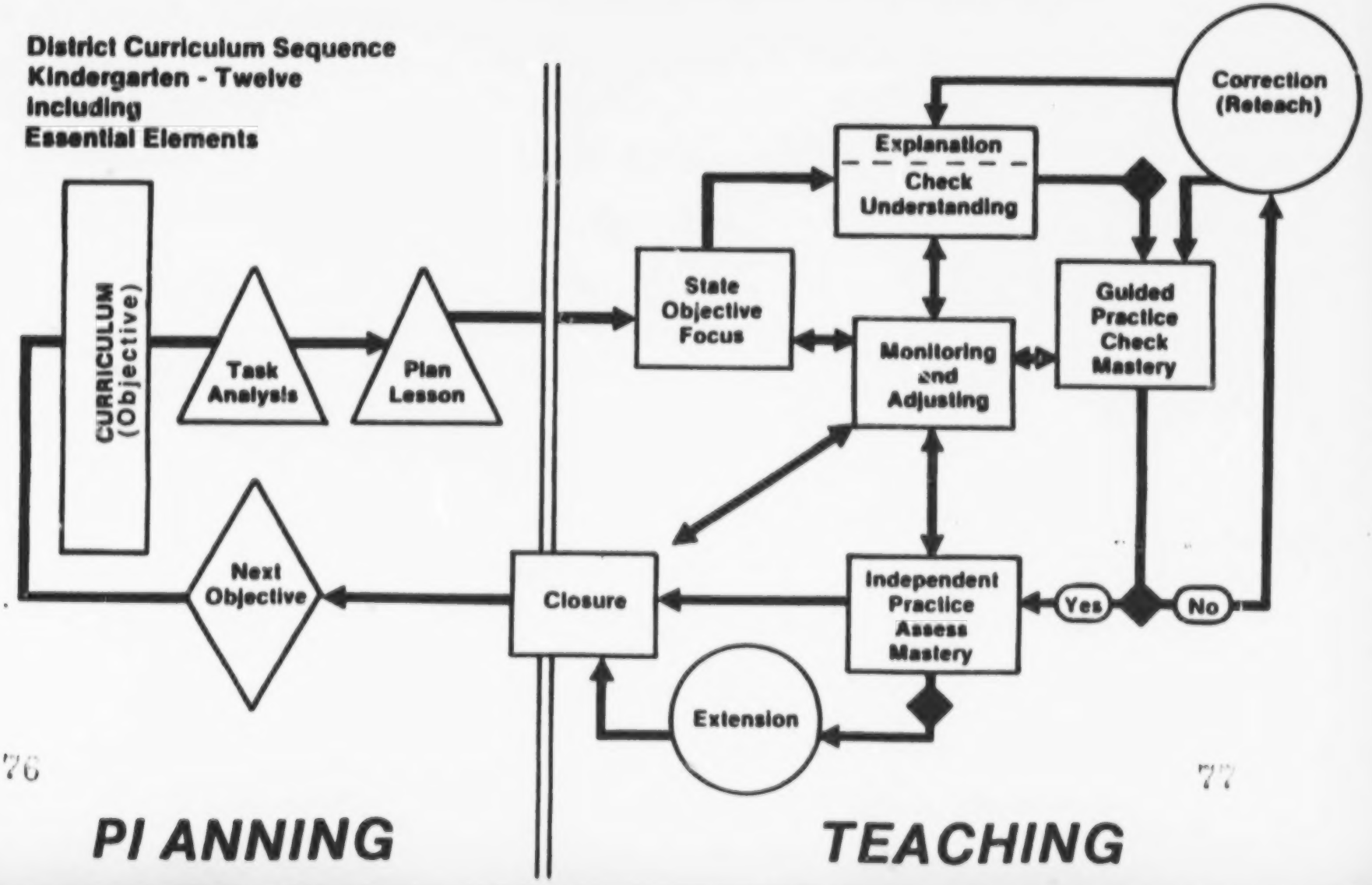
Colonies	Geog.	Govt.	Sig. Group	Sig Persons
PA				
NY				
NJ				
DE				

Other Instructional Activities

- Field trips to local museums to examine artifacts and original sources
- Small cooperative discussion groups
- Interrupted film technique with guided discussion
- Review and discussion of Colonial literature

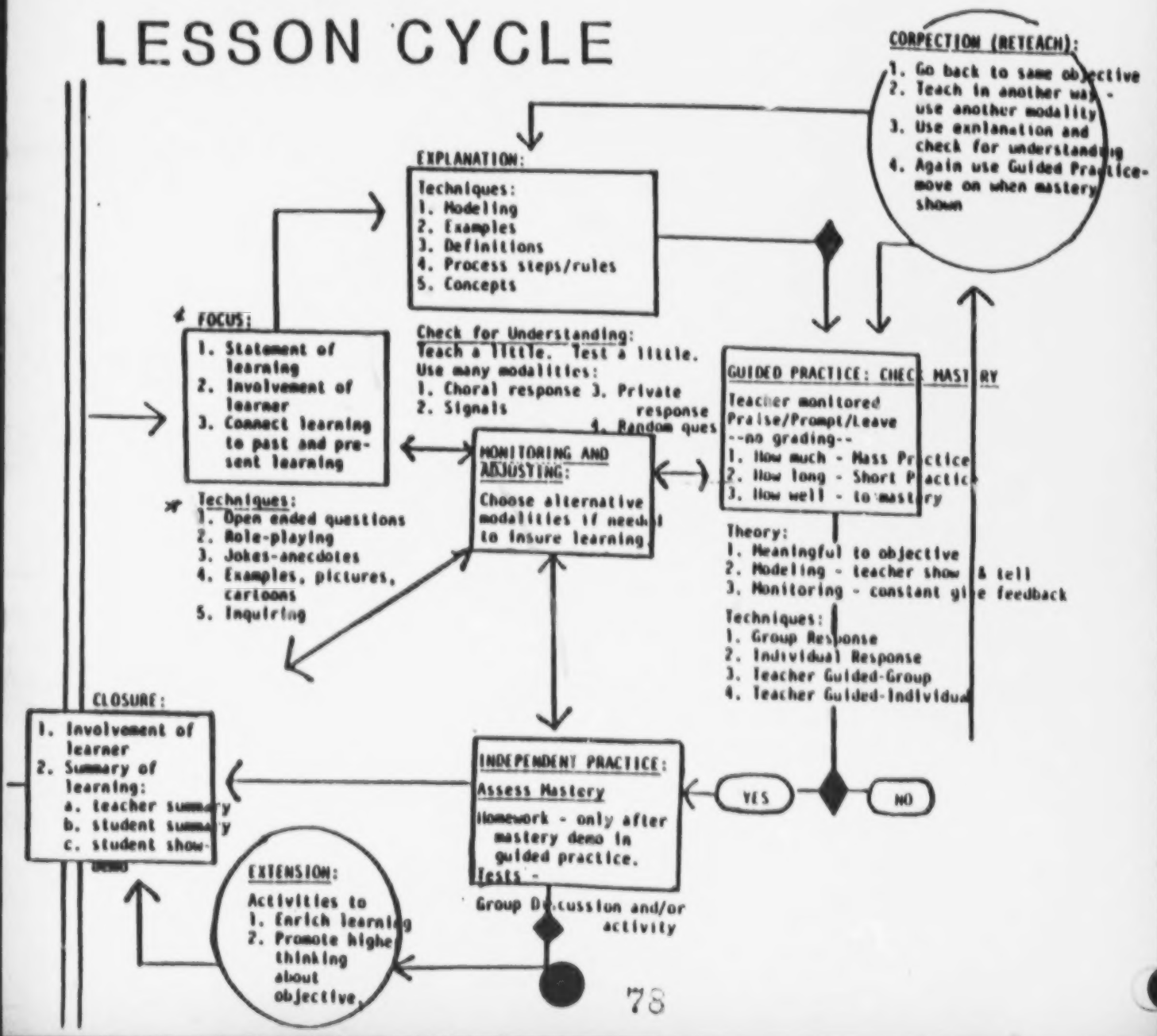
MODEL FOR EFFECTIVE TEACHING

A LESSON CYCLE



MODEL FOR EFFECTIVE TEACHING

LESSON CYCLE



This document was published and distributed by the Curriculum Production and Distribution Department of the Fort Worth Independent School District.

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TEACHER RESPONSE FORM

Teacher's Name (optional) _____ School _____

Name of Guide_____

Your comments and suggestions are needed in order to enhance the quality and usability of this curriculum guide. Please complete the following questionnaire and return to Dr. Nancy Timmons, Director of Curriculum by **February 2, 1990.**

	Agree - Disagree					Comments
1. The guide is **organized** in an effective, usable manner.	1	2	3	4	5	_____
2. The **statement of philosophy** reflects my ideas, opinions, and beliefs about the subject matter.	1	2	3	4	5	_____
3. The **goal statements** are broad, comprehensive and express the general aims and direction of the course(s).	1	2	3	4	5	_____
4. The **objectives** are clearly stated, appropriate, and measurable.	1	2	3	4	5	_____
5. The suggested **instructional activities** and **assessment items** are clearly described, aligned with objectives, and varied to accommodate different abilities and learning styles.	1	2	3	4	5	_____
6. The suggested **instructional units** are helpful in modeling the instructional planning process.	1	2	3	4	5	_____
7. The suggested **instructional strategies** section is helpful in planning for variety in teaching.	1	2	3	4	5	_____
8. The **resources, strategies,** and **planning** section is adequate and helpful.	1	2	3	4	5	_____

Additional comments/suggestions: _____

_____

_____

_____

NOTE: You are invited to submit your ideas, activities, and assessments for possible inclusion in the curriculum guides. Your input is welcomed and appreciated. Please include the **grade level, subject, and course objective(s)** for each submission.

Check the appropriate item(s)

_____ Teaching Activity

_____ Assessment Item

_____ Enrichment/Reteaching Activity

_____ Unit Plans

_____ Teaching Strategy

_____ Resource

_____ Other (_____)